





The Phillips Academy SUMMER SESSION

June 30 - August 5, 1998

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STATEMENT OF PURPOSE

hillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

Mission Statement

Fostering a passion for lifelong learning, the Summer Session combines a full boarding, pre-college experience with small classes in a multicultural community. Innovative pedagogy complements traditional areas.

TRUSTEES

David M. Underwood '54
Barbara Landis Chase
Charles J. Beard II '62
Frederick W. Beinecke '62
Cynthia Eaton Bing, AA '61
Broughton Hayward Bishop '45
Edward E. Elson '52
Richard Goodyear '59
Clinton Jansen Kendrick '61
Mollie Lupe Lasater, AA '56
Elizabeth Parker Powell, AA '56
Oscar Liu-chien Tang '56
Barbara Corwin Timken, AA '66
Alexander B. Trowbridge '47

ALUMNI TRUSTEES

Richard M. Cashin Jr. '71
Daniel P. Cunningham '67
Todd J. Fletcher '87
Audrey Taylor MacLean, AA '53
John E. Ratté '53
Shirley Young, AA '51

TRUSTEES EMERITI

William Wade Boeschenstein '44
Stephen Bradner Burbank '64
George Bush '42
Melville Chapin '36
John Lewis Cooper '31
Richard Lee Gelb '41
R.L. Ireland III '38
Carol Hardin Kimball, AA '53
William Milton Lewis Jr. '74
John D. Macomber '46
John Usher Monro '30
Gerard Piel '33



Summer Session Faculty

DIRECTORS OF SUMMER SESSION

Janice M. Lisiak 1997–

Pamela Brown 1994–1996

Elwin Sykes 1990–1993

Phyllis W. Powell 1985–1989

James L. Bunnell 1976–1984

Meredith Price 1974–1975

Jerry Foster 1971–1973

Ronn Minné 1969–1970

Frederick Peterson 1966–1968

Harold Owen 1963–1965

Robert Hulburd 1960–1962

Stephen Sorota 1957–1959

Stephen Whitney 1954–1956

Richard Pieters 1951–1953

Floyd Humphries 1948–1950

Frank Benton 1945–1947

Alan R. Blackmer 1943–1944

Wilbur J. Bender 1942

From the Director



reetings from Andover! Can you imagine yourself on a 450-acre campus in New England taking part in a pre-college experience that is challenging, stimulating and supportive? Then Andover is the place for you! This summer marks the 56th Summer Session at Phillips Academy. For five exciting weeks the campus comes alive with students and faculty from all over the world eager to learn and teach in an atmosphere of mutual trust and respect in the Andover tradition.

The tradition is one of excellence in education in a multicultural setting that fosters a passion

for lifelong learning. The pages of this catalog describe the many academic, athletic and social opportunities available at Andover that complement traditional models and areas of learning. Our course offerings and institutes are designed to strengthen your current skills and broaden your horizons. Innovative programs in athletics, music, theatre, arts, languages and technology are among the finest offered. Students take full advantage of our extensive college counseling program (including visits to local colleges and universities) and several trips and tours throughout New England.

On behalf of the Summer Session staff, I invite you to join us in experiencing the Andover tradition this summer. The courses and activities at Andover stretch and enhance minds, bodies and spirits for an unforgettable summer experience. Please visit, call, write or e-mail us for more information. I look forward to welcoming you to Andover this summer!

Jan Luisk



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ndover's Summer Session extends the mission of Phillips Academy to serve "youth from every quarter" by offering to students from varied backgrounds the academy's standards of educational excellence, packaged in special courses, activities and a residential program, all of which use to good advantage the unique features of New England's summer months.

The teaching faculty, composed of teachers from Phillips Academy and other private and public schools and colleges, have been selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of more than 30 teaching assistants, recent college graduates whose enthusiasm for learning serves students as a model for serious but joyful intellectual inquiry. Teaching assistants work in the classroom, assist in afternoon activities and serve as advisers in the dormitories. The faculty offer courses that challenge and extend the intellectual, aesthetic and ethical interests of able students from public and private secondary schools. All courses demand

rigorous application, while many offer subjects or approaches rarely found in the conventional high school curriculum. Average class size is 14.

Students may choose courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should note that the Summer Session's courses are for strongly motivated students. All courses proceed rapidly and probe deeply, given the high caliber of the students, the professional qualifications of the instructors and the workload of no less than 18 hours per week in class.

Among the most pleasant and beneficial experiences of the Summer Session are living and working with other students who represent an extraordinary diversity of geography, religion, race and economic circumstances. In 1997 the 611 students (279 boys and 332 girls) came from 38 states, the District of Columbia, the Virgin Islands, Puerto Rico and 40 other countries. Approximately 14 percent of Summer Session students received scholarship aid. In addition, 115 attended the (MS)² program on scholarship.

The Summer Session offers the Andover experience to young men and women who may not otherwise have the opportunity of attending boarding school. They come for five weeks to live in dormitories, exercising their minds and bodies in rigorous classes and stimulating afternoon activities. They learn what it means to live in a place where diversity is the norm and excitement about learning is contagious. College trips allow them to explore New England universities, while Boston is only a short train ride away. By summer's end, a group of strangers has been transformed into abiding friends. With the bagpiper leading them, these young people gather on the lawn for the Summer Session closing ceremony. Although their time on Andover Hill has been brief, the memories will last a lifetime.

The Summer Session, in accordance with Phillips Academy's policy, admits students of any race, color, sex, sexual orientation, national and ethnic origin.



Oliver Wendell Holmes Library

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous doctor, poet and wit who was a member of the class of 1825. The building contains the academy's main print collections of over 100,000 volumes as well as several unique Special Collections. Open seven days a week, the Holmes is a service-oriented teaching library that

emphasizes a strong information literacy program designed by the five full-time professionals who make up the reference department.

The catalog is now a multi-library system, known as OWL, incorporating the bibliographic holdings of the Peabody Museum, the Clift Record Library and the Addison Gallery. As a result, a client may search any or all of the campus libraries as well as the holdings of libraries throughout the world. Because of the strong academic tradition of Andover, the library assumes the responsibility of instilling in its students a finely tuned ability to retrieve information rapidly and simply in all formats. In 1992, the library led the campus in Internet accessibility and designed the academy's first Web site that is used extensively for research and where one may find the library's on-line catalog from any remote site. http://www.andover.edu/library

Addison Gallery of American Art

Serving as both a nationally recognized museum and an educational resource for the school, the Addison Gallery of American Art enriches the life of Phillips Academy in many ways. The museum's holdings are distinguished and include works by, among others, John Singleton Copley, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, Georgia O'Keeffe, Frank Stella, PA '54, Berenice Abbott, Jacob Lawrence, June Leaf, Sol LeWitt and Eadweard Muybridge. The Addison Gallery makes this extraordinary collection fully available to Andover's students, their teachers and the public.

Robert S. Peabody Museum of Archaeology

Primarily a teaching museum, the Robert S. Peabody Museum houses more than 500,000 artifacts ranging from Paleo-Indian to contemporary and representing nearly every tribe in North America. The museum's programs and

exhibits serve several goals: to allow for the study and preservation of the record of Native American cultures, to involve Native American people as full partners in this work, to teach the discipline of archaeology and to teach an appreciation and respect for human cultural diversity.

Phillips Academy Computer Center

Located in the lower level of the Oliver Wendell Holmes Library, the Phillips Academy Computer Center (PACC) is open over 70 hours each week and is the academy's main computing facility for students and faculty. Primarily a Macintosh lab, the PACC houses 50 Macintosh and 20 IBM computers and a variety of other equipment, such as scanners, CD-ROM players and color printers. Two adjunct Macintosh labs, the Samson Room and the Roscoe Dake Room, are located in the math and science buildings. All computers are networked to laser printers and to file servers containing a wide range of software programs.

The Polk Center

The Polk Center for video and electronic imaging consists of seven editing suites, a video studio and a 16-station computer classroom. The classroom is equipped with Macintosh 8500s, scanners, and black/white and color laser printers.

Math Center

To support students who are enrolled in mathematics courses and in courses that depend on mathematical skills, the Math Center offers individual assistance and group-study sessions.

Language Learning Center

Situated in Samuel Phillips Hall, the Language Learning Center is used for classes and for individual student assignments. A professionally trained staff is always available to help students.

Music Library

The William B. Clift Record Library, located in the music building, Graves Hall, has a varied and extensive selection of CDs and LPs for student and faculty use. The facility is open for general listening, quiet

study and listening assignments given by course instructors. There are four listening stations equipped with turntables, CD players and tape decks. There is a Macintosh computer lab in this facility with eight stations networked to a laser printer. Acoustic guitars, metronomes and small tape decks may be borrowed to use in the practice rooms.

Cochran Sanctuary

The Moncrieff Cochran Sanctuary is a 65-acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Numerous hiking trails crisscross landscaped areas of dogwood, rhododendron, azalea and laurel that surround

two ponds and a brook. Hidden just out of view is a high ropes course used by the Outdoor Adventure Program.

The entire sanctuary is used by both the Outdoor Adventure and Morning Encounter Programs.

"I had a great experience here this summer . . . I made friends that I won't forget for a lifetime."

Audio Visual Center and Kemper Auditorium

The Audio Visual Center, located in the Elson Art Center, is a state-of-the-art facility featuring two fully-equipped multimedia classrooms that support laser discs, VHS tapes, dual slide projection, 16 mm films, compact audio discs and photo CDs. A video viewing room is available for students and faculty to review or edit video tapes and view slides and other forms of media. Much of the center is dedicated to housing media resources, including 1,200 video tapes, thousands of slides and slide tape programs, as well as a growing collection of laser discs. Kemper Auditorium is equipped with a 12-speaker surround sound system, an enhanced video projection system and a new media-control Crestron System.

Writing Center

To support students who have regular writing assignments in their courses, the Writing Center offers individual conferences to work on specific assignments.



THE ACADEMIC EXPERIENCE

Academic Requirements

The normal course load for each student is a minimum of 18 hours of class work each week. The requirement is fulfilled by enrolling in an institute, taking either a 12-hour

major course and a six-hour minor, or one 18-hour major course. Some minor courses with extensive studio or laboratory work meet for 10 or 12 hours. Since, in general, at least 1 1/2 hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with 18 hours of class per week. Exception: by their special nature, institutes are more demanding than the basic 18-hour program.

Course Selection

Students should select their courses with care, noting any prerequisites, and they should list alternate choices in order of preference. When applying for an institute, please refer to the specific guidelines for each institute. Serious consideration of course choices will minimize the need for unnecessary and usually impossible course changes. It is important our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choice of courses. Once students arrive, a course change is made only with the approval of the dean of admission. On the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; on the other hand, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular courses. International students whose first language is not English should consult the International Student Information Sheet for additional course-selection guidelines.

Grades

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6	High Honors	100–93
5	Low Honors	92–85
4	Good	84–77
3	Satisfactory	76–69
2	Minimally Passing	68–60
1	Failure	59-40
0	Low Failure	39-00

Academic Standards

The standards for evaluating a student's performance in the Summer Session are the same as for those who attend Phillips Academy during the school year. Standards are high, but no dedicated student ought to fear the challenge.

Academic Credit

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they may not fulfill the requirements of the student's home school. Applicants must, therefore, check to see what their schools will accept.

Upon written request, the Summer Session gladly forwards grades and a copy of the teachers' final comments to the student's home school. The Summer Session will also forward transcripts (teachers' reports, including grades) to colleges upon receipt of a written request.



STUDENT LIFE

Dormitory Experience

Summer Session "graduates"
invariably point to their dormitory
experience as a source of learning
and enjoyment. Students who,
within a year or two, will have to
make the adjustment to living on a

college or university campus learn through dormitory life at Phillips Academy to respect the rights of others. Equally important, they learn how to set priorities for work and play. The combination of major and minor course hours totaling 18 or more hours per week means that each student spends at least three hours per day in the classroom, six days a week. Additional hours are spent in daily preparation, usually in the dormitory, but also in the library, computer center, art studios, writing center or math center.

To assist students in this living and learning experience, each dormitory is staffed by a house counselor, an adult whose sensitivity to student concerns is balanced by a commitment to maintain an atmosphere in which hard work can be performed effectively. Teaching assistants serve as additional adult presences in the larger dormitories.

Because living closely with other young people of widely differing backgrounds is one of the most rewarding experiences of the Summer Session, requests for friends as roommates are not honored.

The Summer Session does not permit students to visit members of the opposite sex in their rooms. Most dormitories have common rooms where students may socialize in the free time before study hours commence at 8:00 p.m. The Ryley Room, the campus snack bar and recreation center, is also available at hours listed in the *Student Handbook*.

House counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities and act as their advisers. They write reports on the overall performance of each student at the end of the Summer Session. Unlike grades and teachers' reports, house counselor reports are not part of the student's Summer Session transcript; they are solely for the information of parents.

Day Students

The Summer Session welcomes day students who live within a reasonable commuting distance. Day students are expected to maintain the full Summer Session commitment to class activity schedules and the Work Program. Occasionally attendance will be required at a lecture, movie or poetry reading in the evening. Day students are encouraged to participate in the many school-sponsored social and educational activities.

Telephones

Each dormitory room is provided with a telephone and a phone jack that can be used with a student-supplied modem. Local service is free. Long distance calls may be placed using a telephone calling card or prepaid calling card available for purchase on campus. Voice mailboxes are provided for all students.

Clothing

There is no dress code. Boys and girls dress informally but with a sense of propriety. Students should include swimming and athletic gear and clothing suitable for trips to colleges, theatres, etc.

Linens

Bed and bath linens are provided to each student at no extra charge. The school provides each student with a pillow, a blanket, a set of sheets, a pillowcase, two towels and a face cloth.

Laundry

Coin-operated washing machines and dryers are available in dormitories. However, an optional laundry service may be purchased.

Computers

Although Phillips Academy has a computer center with Apple Macintosh and IBM computers, students are encouraged to bring their own computers to Summer Session. Students may bring modems, since each dormitory room is equipped with a jack for a modem (the school provides the telephone). However, please note that long-distance calls are paid for by the student.

Security

Students and parents are cautioned that the school assumes NO responsibility for the security of personal possessions. Personal belongings including, but not limited to, clothing, books, furniture, athletic equipment, appliances, electronic devices and electronic media items are to be insured by the family against ALL physical loss, damage or theft. Parents are advised to notify their agent or insurer that such items are with the student away at school.

Discipline and Individual Responsibility

The Summer Session presumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions, whether or not those actions are explicitly covered by the rules.

Students may not haze or in any way show disrespect for any individual's race, socioeconomic background or gender. Students may not gamble or purchase, possess or use alcohol, drugs or drug paraphernalia. For health and safety reasons, the Summer Session does not permit smoking by its students on or off campus during the five-week session. Students are held financially responsible for any damage or abuse of school property. Cheating and academic dishonesty of any kind break the bond of trust between student and faculty and cannot be tolerated.

The Student Handbook, sent to admitted students, spells out the fundamental rules of the Summer Session. These rules are few, but essential to the health of the community. Students who show themselves unwilling to conform to the rules or who jeopardize the welfare of others are dismissed. In an effort to emphasize the importance of

the "contract" between the Summer Session and its students and their parents, admitted students and their parents must sign a "letter of commitment." This letter is required of all who attend Phillips Academy. Adherence to the rules of the Summer Session community will facilitate efforts to concentrate on this exceptional academic challenge.

Off-Campus Excuses: Overnight

With written permission from their parents and approval by the Summer Session deans, students may (except on the first weekend) leave campus on Saturday after classes for an overnight visit to their own home or to a friend's. An invitation from an adult is required if the student is to be overnight at a friend's home. Overnight excuses expire at 8 p.m. Sunday. No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday. Unauthorized absence from campus results in dismissal.

Off-Campus Excuses: Day

With written consent from their parents on file, students may, with house counselor permission, leave the town of Andover on Wednesday afternoon, Saturday after classes and all day Sunday (except on the first weekend). They must return by 8 p.m. Boston is the most popular destination, since it is easily accessible by public transportation.

Afternoon Activities

The Summer Session has an activities program that is recreationally based. The numerous academy playing fields and tennis courts, the gymnasium and the fully-equipped physical fitness center provide excellent facilities for both scheduled and informal sports. The six-lane swimming pool is off-line for the 1998 session. Of additional interest are a number of activities not always available in secondary schools. One of the most popular is Outdoor Adventure. All activities are open to both boys and girls.

Trips and Tours

Chaperoned trips and tours are offered on weekends. Excursions have included Red Sox baseball games, beach outings, whale watching expeditions off the coast and Tanglewood concerts. On Wednesday afternoons College Counseling sponsors visits to college campuses in New England. Admission and transportation costs for these trips are announced at the beginning of Summer Session.

The Work Program and Commons Duty

The academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories. Day students fulfill this obligation by working in the Summer Session office. In addition to work duty, students must take a brief turn at scullery duty in the kitchen and dining hall.

Medical Care

The Isham Health Center of Phillips Academy is licensed as a hospital by the Commonwealth of Massachusetts. Registered nurses are on duty at all times, and in addition to having regular office hours a physician is always on call. X-rays and laboratory tests are available on site. All minor illnesses and injuries are treated at Isham by the health center staff. Parents are responsible for the cost of medical consultations, prescription drugs, dental care, Xrays, special laboratory tests, outpatient surgery and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Most family medical insurance plans will meet at least some outpatient and inpatient charges. A supplemental insurance policy, designed to cover ineligible charges and amounts credited to deductibles under primary insurance, is included in tuition cost (plan A). Students residing in the United States who are not covered by an adequate primary health plan and all international students must purchase our insurance (plan B). Phillips Academy cannot accept out-of-country insurance. Full details are sent after acceptance. To be registered for the session, students must provide proof of insurance. Students at Summer

Session are not required to have routine physical examinations done if they are in good health. If significant medical problems such as asthma, allergies or orthopedic conditions exist, they MUST be reported and accompanied by a current evaluation and recommendations from the appropriate physicians.

Psychological Counseling

A psychological counselor is available to see students during the day at the Graham House Counseling Center. The psychologist is on call 24 hours a day.

Religious Services

Protestant churches of several denominations, a Roman Catholic church and a Jewish Reform temple in the town of Andover welcome students of the Summer Session for worship. Schedules of services will be available.

4th of July

Although classes are held as usual, special events will be offered.



THE DAILY SCHEDULE

	7:15 a.m.	Breakfast
	8–10 a.m.	Major course class

10–10:30 a.m.	Morning break*	
10:30–11:45 a.m.	Minor course classes*	
12:15–1:30 p.m.	Minor course classes*	
11:30 a.m.–1:30 p.m.	Lunch	
1:40–2:50 p.m.	College counseling workshops**	
3–5 p.m.	Afternoon activities**	
5–6:30 p.m.	Dinner	
8 p.m.	Initial dormitory sign-in and evening study begins	
10 p.m.	Students in their dorms; final dormitory sign-in	
11 p.m.	Students in their own rooms	

^{*}No minor course classes or morning break on Wednesday

Major Courses

All students take a major course which meets six days a week. Major courses meet from 8 a.m.-10 a.m. Schedules for institutes vary.

Morning Break

This school break (10–10:30 a.m., Monday, Tuesday, Thursday, Friday, Saturday), traditionally known as "milk and cookies," provides students and faculty an opportunity to talk informally over snacks and beverages.

Minor Courses

Six-hour minor courses meet in either the 10:30–11:45 a.m. or 12:15–1:30 p.m. period. Ten-hour minor courses meet from 10:30 a.m.–12:30 p.m.

College Counseling Workshops

Students may choose to attend college workshops from 1:40–2:50 p.m. on Monday, Tuesday, Thursday and Friday. Office hours for individual conferences are 3–5:30 p.m., Monday, Tuesday and Thursday. Additional times are available by appointment.

Afternoon Activities

All students participate in the afternoon activities program, which meets Monday, Tuesday, Thursday and Friday afternoons (60–90 minute sessions).

Study Hours

There are short periods in the daily schedule when students may study, but the bulk of their homework is customarily accomplished in the evening. Whether studying in their dormitories, the library, the computer center, the language learning center, the art studios, the writing center or the math center, students are required to keep these evening hours quiet and in every way conducive to study.

^{**}Not applicable on Wednesday and Saturday



SPECIAL FEATURES

COLLEGE COUNSELING

A special feature of the Summer Session is the College Counseling program that is organized and staffed by professional college counselors.

The cornerstone of the program is the afternoon workshop series that brings to campus an outstanding collection of experts on the various issues surrounding the process of selecting and applying to college. Working from general to specific topics, college counselors from Andover's winter session and admissions representatives from some of the finest colleges in the Northeast offer a comprehensive and detailed plan for applying to college.

Each Wednesday trips and tours are

scheduled to New England colleges. During the five weeks, at least two colleges are visited each week. In mid-July the College Fair brings nearly 100 college representatives from around the nation to campus to meet with students.

Students may also arrange individual conferences with a counselor, a valuable service for planning for the future. The Calendar below is a representative example of the kind of program we offer.

W.E.B. DU BOIS TUESDAY COLLOQUIA

Weekly colloquia provide the Summer Session community with the opportunity to hear and discuss ideas on a range of contemporary topics with scholars, artists and activists. These community-wide colloquia are held Tuesdays at 6:45 p.m.

MORNING ENCOUNTER PROGRAM

Morning Encounter is an outdoor, action-packed, social experience for the classroom group. All activities are based on experiential learning models, in essence "Learning by Doing." It features activities that target a few basic themes which provide a framework from which a session is planned specifically for each class. The program is available to all teachers who choose to enroll their class. It features trust-building initiatives, group problem solving, leadership, decision making and communication. In the sharing of a common experience students are given the opportunity to evaluate, plan, participate in and reflect on the exercises in which they can gain many things: a sense of unification, an insight into effective (or ineffective) communication and leadership, and an awareness of their ability to solve problems.

College Counseling 1997 Summer Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
An Introduction to the College Counseling Program Mary Stevens Peter Jennings 7	Matchmaking Made Simple: Finding the Best College for You Carl Bewig Phillips Academy	Trips: •Amherst & UMass •Boston College & Boston University	Admit, Deny, Waitlist: You Decide Case Studies Cary Einhaus Phillips Exeter Academy 10	Taking Control: How to Get Started Margit Dahl Yale University
The Common Application Works for You Kim Kembel	Acing the Interview Jim Bock Swarthmore College	Trips: • U. New Hampshire • Brown & Wheaton	Writing an Effective Application Essay Karen Parker Hampshire College	Measuring College Quality Peter Drench Phillips Academy
Wellesley College 14	15	16	17	18
The Importance of Extra-Curriculars Delsie Phillips Haverford College	Liberal Arts and Choosing A Major Panetha Nychis Ott Brown University 22	Trips: •Bates & Bowdoin •Wellesley & Holy Cross	Parents in the Admissions Process Katie Fretwell Amherst College	College Fair (Case Memorial Cage) 2 p.m. 25
Making the Best Use of the Campus Visit Jane Reynolds Amherst College	Transition Issues for International Students Steve Silver Dartmouth College	Trips: • Tufts & MIT • Yale	Engineering, Science Majors & Research Opportunities Allan Clemow Tufts University 31	Testing: SAT, ACT, AP, TOEFL, etc. Linda Kreamer Bowdoin College
How Selective Colleges Make Decisions and What You Can Do About It Alice Purington Phillips Academy 4	Financial Aid Paul Marthers Phillips Academy	Trips: •Middlebury •Dartmouth	The Transition to College: Advice and Anecdotes A panel of our own expert Teaching Assistants 7	

OUTDOOR ADVENTURE

Outdoor Adventure is an afternoon activity directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Outdoor Adventure is a series of physical and psychological challenges—rappelling, rock climbing, and high and low ropes course elements—in short, physical activities requiring a balanced combination of individual initiative and group cooperation.

MUSIC LESSONS

Private lessons for piano (classical or jazz), strings, brass, flute, woodwind, harp, guitar, percussion and voice are available on a non-credit basis for an additional fee to the experienced or beginning student. Our music faculty is comprised of professional musicians from the New England area, most of whom teach regularly at Phillips Academy, Longy School of Music, New England Conservatory of Music or Phillips Exeter Academy.

Coached chamber music is also available for an additional fee. Small groups meet regularly and give a concert at the end of Summer Session. Students are auditioned and matched with other students at their level. Please note that music and voice lessons are not major or minor courses. Music lessons are extracurricular, individual and private. Music fees are paid in full prior to registration.

Phillips Academy's music building contains concert spaces, chamber music rooms, practice rooms and the music listening library, which is open in the evenings for quiet study and listening; all students and faculty are welcome.







Edith Walker, Director (MS)2

(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

In response to their lack of representation in mathematics and science professions, the (MS)² program, Math and Science for Minority Students, offers African American, Native American and Hispanic/Latino students three consecutive tuition-free summers of intensive study at Phillips Academy. Ninth-grade African American and Hispanic/Latino students who attend public schools in specific cities (Baltimore; Boston; Chicago; Cleveland; Dayton; Fort Worth; Lawrence, Mass.; Louisville; Memphis; New York; and Washington, D.C.) are eligible to apply. Native American students from any geographic area may apply. The students are selected on the basis of their superior ability and strong interest in mathematics and science.

In order to achieve the goal of the (MS)² program, which is to prepare its students to compete successfully for admission to selective colleges and

for careers in science, engineering and medicine, (MS)² students follow a rigorous, three-summer sequence of courses in math and science, reinforced by an English composition component in their first two summers and a college counseling component in their third summer.

The (MS)² program runs simultaneously with the Phillips Academy Summer Session. (MS)² students participate fully in Summer Session dormitory life and the afternoon activities program, though their academic program is separate from Summer Session. Both (MS)² and Summer Session sponsor social functions open to the entire student body.

For applications and information, contact Ms. Edith Walker, director, at (978) 749-4402, or by e-mail at ms2@andover.edu before December 15, 1997.

ANDOVER BREAD LOAF WRITING WORKSHOP

A three-week summer institute is held on campus to train urban public school teachers and South African teachers to become researchers in language and learning. This program incorporates the Andover/Lawrence Writing Project for Lawrence, Mass., public elementary school students. For information, please call Mr. Louis Bernieri, director, at (978) 749-4386.

THE ANDOVER SOCCER CAMP

The Soccer Camp offers weekly sessions for local boys and girls between the ages of 6 and 18 consisting of intensive instruction commensurate with each player's experience.

Through individual instruction, each participant gains the knowledge, skill, game tactics and techniques necessary to become a more complete soccer player and an asset to any team. For information please call (978) 681-8222.

AP-PA SUMMER INSTITUTE

This program for high school teachers provides support and training in the teaching of Advanced Placement computer courses.

Starting in 1998-99, the College Board will switch the programming language of its AP computer science courses and examinations from Pascal to C++. This summer's program offers C++ training for computer science teachers. The program will consist of two week-long courses: Introduction to C++ and Classes and Data Structures. A knowledge of Pascal is helpful but not required for the first course. The second course may be taken as the continuation of the first course or by teachers familiar with C or C++. Textbooks and other teaching materials will be provided. For more information, please contact Maria Litvin, instructor in mathematics and computer science, at (978) 749-4855, or by e-mail at apcs@andover.edu.

INSTITUTE FOR RECRUITMENT OF TEACHERS (IRT)

This program identifies talented minority students in their junior year of college and encourages them to pursue graduate degrees and careers in teaching. IRT offers a summer workshop on the campus of Phillips Academy to prepare students for the GRE and the rigors of graduate school. IRT also provides extensive help throughout the graduate application process. For information, please contact Mr. Kelly Wise, director, at (978) 749-4116 or irt@andover.edu.

THE PHILLIPS ACADEMY/LEONARD SCHOOL PROGRAM (PALS)

PALS is a three-year program for academically capable, sixth, seventh and eighth-grade students from the Leonard School in Lawrence, Mass. During the school year, high school volunteers attend weekly training sessions and then teach these middle school students one on one in academic areas; in the summer the participants come to the campus of Phillips Academy for a month-long "hands-on" program of math, science, reading, writing, vocabulary building and computer applications. Additionally, the curriculum helps the students set long-term goals and guides them in planning high school programs to ensure their academic success, thereby reinforcing their self-confidence. For more information, please contact Mr. Thomas Cone at (978) 470-0668.

INSTITUTES

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language Institute offers the non-native English speaker, who already has a basic knowledge of conversational English, the opportunity to become more proficient and comfortable in the skill areas of speaking, listening, grammar, reading and writing in the English language.

Students attend the ESL major course for 12 hours each week and an ESL minor course for six hours each week. Field trips, homework and supplementary assignments combine with classroom work to provide a significant English language experience.

The pre-TOEFL is taken upon arrival for placement purposes. Students may also elect to take the Institutional TOEFL at the end of the session.

The majority of non-native English speaking students who choose to study English as a Second Language

register for both the major and one of the minor courses; however, there are exceptional cases where a student registers for one ESL course and one non-ESL course. These placements are considered on an individual basis, often not until after the preliminary testing is completed during orientation. Students making such a request are also required to submit their most recent TOEFL score and an additional recommendation from their English teacher.

(Lab fee: \$100 to be paid by tuition deadline.)

ESL MAJOR All Grades 12 Hours

The major course sections of ESL are divided into levels according to the results of a pre-TOEFL examination administered upon arrival. Levels range from one that represents a very high degree of proficiency to one more suited to intermediate students (students who have scored a minimum of 450 on the TOEFL). A "beginner" level is not offered.

While all classes stress the development of written and oral language competencies, close attention is paid to individual needs. Students are exposed to a wide variety of English styles and materials and are expected to understand and to respond to the course materials and to create fresh texts of their own. Classes are small (typically 12 students) and highly interactive, and it is not unusual for eight or more cultures to find representation in any given group.

ESL MINORS All Grades 6 Hours

ESL minor courses differ significantly from major courses in that the minors concentrate on a particular area of study and foster a greater degree of independent study. NOTE: Minor course enrollments are also based on pre-TOEFL scores. Students should list three ESL minor courses in order of preference on the application form.



ESL: Speak Up!

Communication is what this class is all about. How do we express ourselves when we are talking to a friend, speaking to an audience, debating an issue? How does the language we choose differ from situation to situation? In this class, students develop speaking and listening skills for any occasion. The whole group works together in choosing topics and materials. Each person has something to say and this class is his or her chance to say it!

ESL: A Multimedia Approach to American Culture

This intermediate/advanced course takes a close look at American culture through important historical events and documents of popular culture. A variety of media is investigated to gain a more complete understanding of the United States and its people. We examine American newspapers and see America through a number of films that focus on specific themes in American culture.

ESL: The Journalist

This course provides students with the opportunity to explore the world of print and sharpen their writing skills. By reading and discussing articles from popular publications, students examine the ways in which information is communicated to an audience. Students become journalists—they conduct interviews, gather information, and use their creativity and insight to craft news and feature articles, profiles, reviews and more.

ESL: Preparing for the TOEFL

This course offers skills and strategies that help prepare students who are specifically planning to take the Test of English as a Foreign Language, the examination routinely required for admission to American Colleges and Universities, within the next six months. Listening comprehension, grammar and written expression, and reading comprehension skills form the core of the work for this course. Explanations of test structure and a number of practice sessions are designed to increase the student's scores in all three areas of the test.

MONEY, BANKING AND THE WORLD ECONOMY

Grades 11-12

18 Hours

The Money, Banking and the World Economy Institute brings together talented students from around the world. Its goal is to encourage students to think, read, write and debate critically about a broad spectrum of economic and public policy issues in an international environment.

Economic forces impact individuals' lives throughout the globe. This course introduces students to some of the theories that economists have developed to understand these economic interactions. Focus is on applying these principles to our daily lives and to current policy debates in order to develop insights into how our societies function. The first half of the course is an overview of micro- and macroeconomics. The second half is an introduction to the disciplines of international economics and political economy. Topics cov-

ered in the major course range from the market system, supply and demand, fiscal and monetary policy, unemployment and inflation, to capital markets, investment banking, exchange rates, international trade.

The minor class period is designed to give students the opportunity to develop their writing, research and oral presentation skills. Students prepare short reports on a variety of subjects such as trade policy, labor relations, environmental protection, the role of central banks, and aid to developing countries. Working in teams, they prepare case studies on regions or countries in Europe, Asia or Latin America. Drafts or rewrites of all assignments are required in order to emphasize the importance of the writing process, not just the finished product, and to help all students, whether native or non-native speakers of English, hone their writing skills. Research techniques, including use of CD-ROMs, on-line information services and the Internet, are stressed.

OCEANS:

MARINE BIOLOGY AND EXPOSITORY WRITING UNDER SAIL

Grades 10-12

The only unexplored frontier on our planet is the sea. This course investigates the ocean frontier from the decks of the 55-foot schooner *Sarah Abbot*, as well as from the classrooms and laboratories of Phillips Academy.

In OCEANS, students spend nine days cruising the sounds and bays on the south side of Cape Cod aboard the research schooner. With stops in ports such as Woods Hole, Martha's Vineyard, Nantucket and the Elizabeth Islands, the schooner's



sailing track takes the students and scientists in search of a description of the physical characteristics of this marine environment.

Observation of the humpback whales on Stellwagen Bank is a high point of the schooner's research.

On-campus study focuses on ecology, natural history and the evolutionary relationship between species—from jellyfish to sharks to whales. Special attention is paid to

specific ecological problems of Nantucket Sound. Field trips to rocky shores, beaches, salt marshes and the New England Aquarium supplement the schooner cruise and in-class work. Topics such as pollution, endangered species and future food resources for man are important elements of this course.

Tangential reading of relevant literary pieces provides the basis for a companion minor course in exposito-

ry writing. Students complete a scientifically significant research project rooted in OCEANS' experiences.

Note: Safe, happy and productive oceanographic research depends on a high degree of cooperation, sensitivity, good humor and academic commitment—especially on board ship.
Students applying for OCEANS should possess such qualities as well as a capacity to make the best of an educational experience governed by sea, wind, close living quarters and the needs of a sailing vessel. Participants in the OCEANS Institute must be able to swim.

(Lab fee: \$500 to be paid by tuition deadline.)

THE THEATRE

All Grades

Imagine getting up in the morning to face a day of total theatre training and study. Imagine being able to focus for five weeks on the projects you are excited about, not having to carve your day up into forty-five minute periods with scattered needs and agendas. Imagine being able to channel your total energies into understanding the entire process of theatrical expression through one play and one or two short film projects. Imagine working with a committed professional faculty and similarly focused and talented students. If you can imagine such a scenario and you feel a rush of adrenaline, then the Theatre Enterprise is for you!

The Theatre Enterprise, conceived and conducted by Mark Efinger, current chair of the theatre and dance department at Phillips Academy during the winter session, is a total immersion project, designed for serious students of theatre. The participants are involved in two major programs for the duration of the Summer

Session, working minimally from 8 a.m-5 p.m. each day. The first project focuses on the special acting techniques used for film and video.

The second project commences with a classroom session studying different elements of the theatre in a rotating manner. Among the seminar topics are acting techniques for screen and stage, script analysis, set design, lighting techniques, sound tape production and movement styles. Following the seminar are rehearsals of a major stage play to be performed toward the end of the summer. After students have been interviewed and auditioned, the play is chosen. Enterprise students make up the entire cast and are actively engaged in the design and construction of the sets, lights, costumes and sound track of the production.

All students take part in the entire array of offerings. That is, you may well be playing a small role in the play, performing a screen-writing role in one of the video projects, taking seminars in all elements of theatre and acting as a master carpenter for the construction of the set. Or, you may be sewing a portion of a costume, providing technical support in a video, playing a lead role in another video and playing a starring role in the stage play. All students are fully engaged in the projects.

In addition to the seminars, students keep a journal of their experiences and write papers analyzing scripts or defining characters and character intentions. Students with a greater interest in technical support are assigned either various design projects or the construction of a finished design. In either case, all are asked to write a careful paper justifying the artistic choices of the presentations.

The Theatre Enterprise utilizes the Phillips Academy state-of-the-art theatre complex that includes three

indoor and one outdoor theatre and a brand new video studio. The 400-seat Tang Theatre boasts a fully computerized 350-dimmer-per-circuit lighting system and digital sound system. The stage space in all three theatres is designed for reconfiguration allowing proscenium, arena, thrust or alternative arrangements. The professional quality scene and costume shops are capable of providing excellent support for the plays, while the video studio also boasts an AVID digital editing system.

To ensure the quality of the ensemble, entrance into the Theatre Enterprise is by audition and telephone interview in conjunction with acceptance into the Summer Session program. Prospective students should include a short video monologue (no more than four minutes) with their application. Mark Efinger calls and conducts all interviews personally. Call (978) 749-4436 or e-mail him at mefinger@andover.edu to inquire further.

INTENSIVE WRITING WORKSHOP FOR DAY STUDENTS

Grades 10–12 15 Hours

An offering designed to meet the needs of day students with two three-week sessions (one or both can be chosen).

This intensive writing course aims to elasticize the students' grasp of the word. Students are stretched to write in many modes: expository, narrative, expressive. As a precursor to submitting a final portfolio, each student learns to keep a literary journal and develop an independent reading program. Equal class time is devoted to reading aloud one's own work, reading from the core literature, acting and elocuting. It combines the fruitful atmosphere of a workshop with the narrowed personal focus of a tutorial. (Tuition: \$650 per session. Call for enrollment application.)



MAJOR COURSES

In sequential subjects such as mathematics, science and foreign languages, prerequisites for admission are listed in the course description to enable students to place themselves as accurately as possible at the appropriate level. Under the title of each course appears the grade level(s) that the student should be entering in order to enroll in the course.

ARTS AT ANDOVER



Summer at Andover is a perfect time to explore one's creative intellect, something students may not have time for during their regular academic year. Arts At Andover establishes an artistic and creative environment encompassing music, visual art, theatre and poetry, benefiting the entire Summer Session community.

Phillips Academy's outstanding facilities contribute to Arts At Andover. The Elson Art Center contains state-of-the-art video editing and computer graphics labs and audio visual services. Fully-equipped photography darkrooms, art studios and the ceramics studio provide the fine art student with a superior learning environment.

Art course fees, payable upon arrival, cover expendable materials and tools and are in lieu of textbooks.



DRAWING All Grades 12 Hours

If you love to draw and are interested in preparing a portfolio of high quality work, this is a course designed to those ends. This course follows a curriculum that explores several media (pencil, marker, charcoal, pastel, watercolor and colored pencil), and a variety of subject matter (still life, self portrait, life drawing, illustration, landscape and fantasy), and different drawing techniques (line, modeling, color and composition). The improvement of skills is a goal, as is the development of the individual artist's personal style, subject and media preference. The excellent resources of the Addison Gallery and other features of the campus are used in the study of other artists and for sketching. Prerequisites: Some drawing experience and interest.

(Fee: \$100 in lieu of textbooks.)

ILLUSTRATION All Grades 12 Hours

Illustration is the art of telling a story in pictures. It is a valued and timeless art form. Technology will enhance but not replace the artist's hand.

The art of illustration is exciting and challenging. This course is perfect for the student who hears a line from a song, or reads a chapter from a novel, and can imagine how it would look.

Students work from novels (Twain to Kerouac), poetry and other writings of their choice. They illustrate these using pencil, pen and ink, watercolor, blockcutting, collage and other media. Students bring words to visual life for the reader, using art.

Illustration is a rich and intense study of medium, text and design inspired by the written word. The course is based upon illustration studied at the university level.

(Fee: \$100 in lieu of textbooks.)

PAINTING All Grades 12 Hours

Do you love color, experimentation and expressing yourself through art? This course provides a strong foundation for the student who wishes to pursue art and to communicate through visual form. Students learn the basics of understanding value scales, color mixing and creating interesting compositions. A variety of subjects including still life, landscape and the figure are painted from direct observation. Creative projects lead students to move beyond purely objective painting to more innovative paint application and personal expression. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects which encourage individual artistic and personal growth.

All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center and Oliver Wendell Holmes Library are available. (Fee: \$100 in lieu of textbooks.)

"It was an unforgettable summer that gave me opportunities I never knew were available to me, and friendships that will last all my life."

PHOTOGRAPHY All Grades 12 Hours

This black and white photography course is an exacting excursion into creating, thinking about and looking at photographs. Designed for beginning as well as intermediate photographers, the course requires the student to initiate and execute a session-long body of work that culminates in the production of a presentation portfolio. Camera craft, film developing and printing are mastered as well as some alternative photographic techniques. The student can expect to spend extended periods in the state-of-the-art darkroom refining printing skills and producing a presentation portfolio.

A 35 mm camera with manual control of all functions is required. (Fee: \$150 in lieu of textbooks.)

VIDEO PRODUCTION All Grades 12 Hours

The images of film and video have given us ways to document and shape stories, both our own and those of others. As a mode of communication and expression, the moving image has intrigued us for over 100 years. This course combines viewing theatrical, non-fiction and art films for discussion and criticism with the production of individual and group projects using video equipment. Course work includes developing film ideas, script-writing, shooting, editing and class critiques. Each student produces a short video; no previous experience is required.

(Fee: \$100 in lieu of textbooks.)

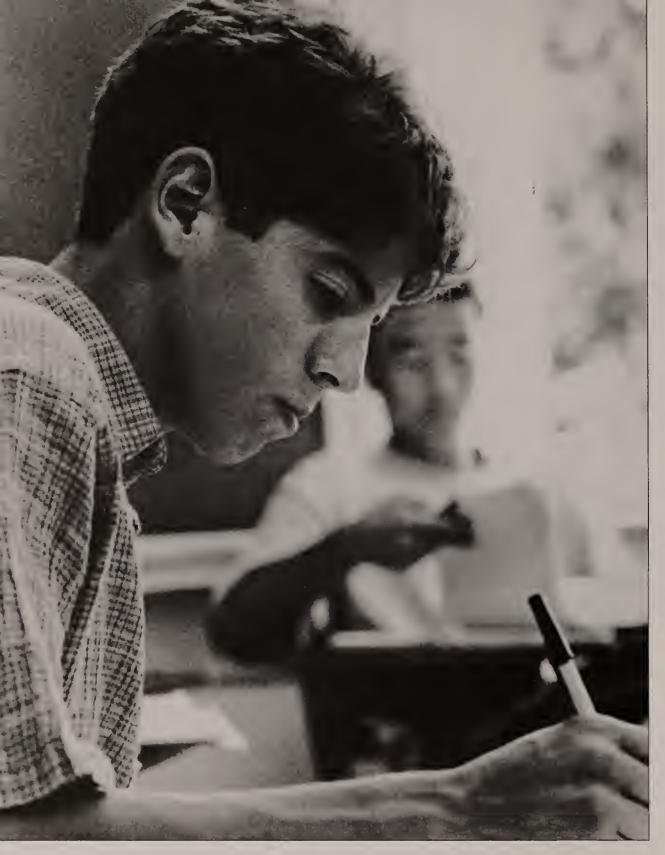
ENGLISH

THE POWER OF THE PEN All Grades 12 Hours

If there's one skill that can take you further, whether you're a physicist, doctor, novelist or sculptor, it's writing well. This course is about learning to write clear, thoughtful and pointed non-fiction prose. You can see yourself as a writer and develop your own voice, your own style and an understanding that writing is much more than something you do in a classroom. As you discover ways of expressing yourself on paper, you can discover something about yourself as well.

As you try your hand at many kinds of writing, you can learn how to entertain, to persuade, to inform. Reading models of comparison/contrast, cause and effect, and argument, you can learn how to develop and focus your writing. The course emphasizes writing as a process; through conferences with your teachers and classmates, you can learn the usefulness of careful revision, often through working in the academy's Computer Center.

Reading non-fiction essays to analyze the author's rhetorical strategies, to spark discussion and to inspire writing topics, you can study the grammar and vocabulary necessary to write effective prose. Inspiration, grammar, style, vocabulary and reading—The Power of the Pen brings these elements together in the service of good writing.



PLAYING SHAKESPEARE
Grades 10-12
12 Hours

The transformation that occurs as Shakespeare's words travel from the page through the actor to an audience can best be described as magical. This course is based on the idea that Shakespeare's works are best examined and explored in their original context: that of performance. It combines the close reading and analysis of a traditional English class with a lively, practical approach to interpreting the plays as performance texts.

Classwork is composed of discussion and analysis of Shakespeare's words as meant for spoken and physical stage expression. Practical work in directing and acting the texts provides students a new way of accessing the challenging and thrilling dramatic poetry of "The Bard." A core element of the course is critical examination of noted contemporary performances of Shakespeare's plays, including productions of the Royal Shakespeare Company and the BBC, as well as films of Kenneth Branagh, Peter Brook, Franco Zeffirelli and Sir Laurence Olivier. Texts may include Hamlet, Macbeth,

King Lear, Henry V, Romeo and Juliet, Richard III, Othello, Much Ado About Nothing and A Midsummer Night's Dream. No acting or theatre experience is required, though students intending to take this course should have demonstrated critical reading and writing skills, and be willing to take new creative risks in the classroom.

SPEECH AND DEBATE All Grades 12 Hours

In a survey, 3,000 Americans were asked what in the world they dreaded the most. Public speaking came in first—ahead of death! Yet in an encouraging classroom atmosphere, students can overcome this fear as they are taught to improve both the delivery and the content of their public speaking. Students write, revise and speak extensively for themselves and are introduced to competitive high school speech activities, such as Extemporaneous Speaking, Impromptu, Model Congress and Lincoln-Douglas debate.

Students learn not only by formal instruction in class, but also by close analysis of contemporary American political speeches. Students research controversial topics such as the death penalty, abortion, gun control, and AIDS testing, and debate these issues in class. Students also study presidential campaign ads and write their own campaign speeches.

By the end of the course, students have developed a skill that will serve them invaluably for the rest of their lives. This course assumes no prior knowledge of or familiarity with public speaking or debate.

READING, WRITING AND REASONING

Grades 11–12 12 Hours

By learning the elements of formal logic, assimilating the rudiments of argument and reading some of the most intriguing texts of the past 25 years, students acquire the grounding necessary to write collegelevel essays in any discipline.

Students read articles on both sides of contemporary issues such as affirmative action, drug legalization and religion in school; they dissect arguments and write papers about where they stand in relation to the experts. This lays the groundwork necessary for students to approach a variety of works from modern stories by controversial writers to animated films from popular television programs. Students are expected to produce close readings of the texts, making their own arguments about censorship, the morality of cloning or other issues they find compelling.

The course is writing-intensive: students should already have strong writing skills and should be ready to share their work in weekly peer-review workshops.

CREATIVE WRITING All Grades 12 Hours

Open to those who wish to write short stories and poetry, the course emphasizes fundamental techniques in good writing, ranging from figurative language to plot structure. The students explore the works of published writers in great detail, concentrating in particular on the problems and solutions that these works illustrate. A reading series involving faculty and student poets and fiction writers provides students opportunities to interact with other writers.

Students are required to write daily, both in class and during study hours. Writing assignments are designed to introduce the students to new ideas in writing and to break down barriers young writers frequently have. Much of every class is devoted to discussion of student work and group readings. Prerequisites are a mastery of basic writing skills, some experience with poetry or fiction and a serious attitude about writing as a discipline and an art.

WRITING THE PERSONAL ESSAY

Grades 10–12 12 Hours

One of the marks of a great writer is the ability to say, "I am." This intensive writing course encourages students to explore their power to communicate personal experiences, perceptions and philosophies through their compositions. Through journal writing and discussion, students develop their "writer's voice," a vital tool for conveying their thoughts. Students tackle the challenges of writing autobiographical sketches, personal observations, critiques and argumentative essays. Critical readings of noted authors may provide models of how skillful writers voice their experiences.

This course also focuses on the mechanics of cogent writing. Skills of organization, grammar, diction, pacing and transition are taught and practiced through daily writing assignments. Students learn the benefits of using computers in composing, editing and storing pieces.

In addition to providing a valuable mode of self-discovery, this course assists the student in meeting the demands of writing college essays.

CAREFUL READING AND PERSUASIVE WRITING

Grades 11–12 12 Hours

This course is for those who, handling language with ease, want to read more attentively for the sake of exercising their minds, increasing their understanding and enjoying themselves, and to enhance their already-strong writing skills. Drawn from a wide range of genres and organized by theme rather than chronology, the readings include European as well as British and American works. Emphasis is placed upon careful, critical reading of texts and on the planning and execution of cogent writing based upon that reading.

In the belief that strong opinions lead to persuasive writing, much of the classroom time is spent in lively discussion. Work in small groups, in addition to paragraphs and essays written both in class and out, helps students refine their argumentation skills.

"At Phillips Academy I expanded my knowledge, but more importantly, I grew as an individual."

LANGUAGE

INTRODUCTION TO JAPANESE

All Grades
12 Hours

In this fast-paced introductory course, students learn to read and write hiragana characters (the 46-letter "alphabet") in 10 days and katakana characters (alternate letter forms) by the fourth week. They also learn 75 kanji (derivations from Chinese characters). Students study vocabulary and grammar, using handouts written completely in Japanese. English is seldom spoken in class. By the end of the Summer Session, students are able to introduce themselves, order food, describe locations, speak in present and past tenses, make requests and converse using a variety of verbs and adjectives.

MATHEMATICS

All mathematics students take a placement test to confirm their course assignments. Students must have a TI-83 (Texas Instruments) graphing calculator or its equivalent for all math courses. The school has a limited number of calculators available for loan.

INTERMEDIATE ALGEBRA Grades 9-11 12 Hours

This course is designed for students who have completed a yearlong geometry course. After a quick review of the basic concepts of algebra (real numbers, equations, inequalities, absolute value and proofs), we study in depth the following topics: linear equations and functions, positive and negative exponents, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation, polynomial

equations and their roots, and the use of graphing calculators. Strong emphasis is placed on developing a logical approach to solving word problems. Depending on the backgrounds and abilities of the students in the section, additional topics may include conic sections, solving quadratic systems, systems of linear equations in three variables, and exponential and logarithmic functions. Students will be required to have graphing calculators for this class. Prerequisites: first-year algebra, geometry.

GEOMETRY All Grades 12 Hours

For students who have had a strong elementary algebra course but no geometry, this course is a thorough study of the fundamentals of geometry. The development of logical, structured proofs and deductive reasoning are emphasized. The second half of the course focuses on numerical solutions to problems. Topics include basic postulates of geometry, lines and angles, congruent triangles, parallel lines in the plane and in space, quadrilaterals and polygons, similar triangles and other figures, the Pythagorean theorem and a study of the properties of circles. Prerequisite: successful completion of a yearlong course in elementary algebra.



PRECALCULUS

All Grades
12 Hours

This course is a study of the standard topics of precalculus, including functions (linear, quadratic, polynomial and exponential), logarithms, analytic geometry, inverse functions, polar coordinates and complex numbers. Emphasis is placed on the derivation, applications and extension of these topics to create a strong foundation for calculus. Students are required to have a TI-83 graphing calculator or its equivalent for this class. Prerequisite: second-year algebra.

CALCULUS Grades 10–12 12 Hours

This course is for students who have successfully completed two years of algebra and a yearlong precalculus course, including trigonometry. It is an intensive and accelerated mathematics course for strong math students. Topics include limits and continuity, the first and second derivative tests and their applications, definite integrals, techniques and applications of integration and the Fundamental Theorem of Calculus. Prerequisite: precalculus including trigonometry.

"The course work was excellent and demanding! The campus, grounds, and facilities excellent as well. And the people (students, faculty) were great!"



COMPUTER

C++ COMPUTER PRÒGRAMMING

All Grades
12 Hours

The C++ Programming course is intended as an introduction to computer science and computer programming. It emphasizes programming methodology, the study of algorithms and the C++ programming language. Students learn to design and implement computer-based solutions to a variety of problems. They learn and use important algorithms and data structures including sorts and arrays. Students learn good coding structure and are able to code fluently in a well-structured fashion. Students design programs that are expandable

and understandable and learn how and when to write code that is reusable. They are also trained in the design and development of large programming projects. Students learn to recognize the ethical and social implications of computer use.

PHILOSOPHY

LAW AND MORALITY All Grades 12 Hours

What is justice? What is morality? How are we to decide? The history of our world is replete with wars, conflicts and unrest. Arguably, much of this turmoil is a result of there being no common understanding or agreement on what justice and morality are

and in which context they belong. This issue has led and continues to lead philosophers in particular to wonder about the nature of morality and its role in our society. It is therefore in the inquisitive spirit of Socrates, Plato and others that this course proceeds toward an understanding of some of philosophy's deepest questions.

THE BIG QUESTIONS: CONTEMPORARY PHILOSOPHIES OF HUMAN LIFE

Grades 11–12 12 Hours

Thinking begins with questioning. The Big Questions is a seminar style course that examines contemporary ethical issues in an effort to awaken the desire to think critically about "big" moral issues such as racial discrimination, gender, sexual preference, just punishment, reproductive choice and world hunger. This course is conducted like a college seminar; therefore, students are encouraged to participate actively during class discussions. To foster dialogue, students lead the class daily with their own interpretations of the daily reading assignment. In the second and fifth weeks of the summer, this section combines with the ethics class for two debates on contemporary ethical questions such as "Should there be censorship of the internet?"

The Big Questions teaches students how to decipher difficult texts, how to articulate difficult arguments including opposing viewpoints, and how to think critically about important issues. Students learn how to take an argument to its logical conclusion.

Since no background in philosophy is required, time is spent in the begin-

ning of the summer outlining the ideas of major philosophies such as utilitarianism, the categorical imperative, the divine command and natural law. In addition, an introduction to the basics of logic, syllogisms and commonly committed fallacies prepares students to argue the "big questions" in a reasonable and persuasive manner. Most importantly, a willingness to reflect on the most controversial issues of our times and to do sustained critical analysis is a must. A genuine interest in the topics covered in the class provides students with a very enjoyable experience. Students also benefit from this course by expanding their vocabulary and reading comprehension, as well as improving their verbal and written skills.

PSYCHOLOGY SOCIAL PSYCHOLOGY All Grades 12 Hours

This course is designed to offer students a theoretical and personal framework for understanding the depths of human psychology as it is influenced by other people and environments. On a theoretical level, students explore the academic psychosocial foundation for investigating human behavior in the context of social systems. On a more personal level, students are required to reflect upon the dynamics of their individual and collective selves through assignments that concentrate on theory and experience. Finally, fundamental to our changing times, students are encouraged to examine social psychology on a level that relates to contemporary global issues. Some topics explored include conformity, prejudice, mass communication, gender, environmental apathy and the world community.

SCIENCE CONCEPTUAL PHYSICS All Grades 12 Hours

This course covers the main ideas of mechanics and of electromagnetism, and dabbles in fields such as thermal, fluid, optical, atomic, nuclear physics and/or special relativity, depending on time and interest. Great care is taken to develop a solid foundation of the concepts, the principles and laws of physics in general, as well as developing confidence in problem-solving techniques. Class time is divided among lectures, discussions of homework, in-class demonstrations and laboratory work. The course does presuppose a minimal background in elementary algebra and right-angle trigonometry, but all mathematical needs are carefully reviewed at the beginning of the course. Students not only acquire a better analytical understanding and appreciation of the world we live in, but also gain enthusiasm and experience for future studies in physics.

"The discipline and the academic responsibilities really made me value my time and spend it wisely."

MODERN ASTRONOMY

Grades 11–12 12 Hours

What are black holes? What is so unusual about quasars? What evidence do we have of the Big Bang? Where do stars come from? What are the chances of finding life elsewhere in the galaxy? What is the earth's place in the universe? What can we learn from the revolutionary breakthroughs of Galileo? Or of Edwin Hubbell? Or of Stephen Hawking? At this point in history, the human race has an unprecedented opportunity to use science to make sense of our cosmos. Modern astronomy is this human effort. Students seek to understand the dynamics at work in planetary processes, stellar astrophysics and galactic evolution, as well as the origin and ultimate fate of the universe.

On clear nights students directly observe the night sky using the two large-domed telescopes in Phillips Academy's observatory and two portable 8-inch Celestron telescopes. The planets, nebulae, stars and galaxies viewed relate directly to classroom topics. Students are encouraged and assisted in trying to find objects for themselves. Field trips to a planetarium and a major observatory complement the class.

An interest in science and a math background of at least two years at the high school level are recommended. Students need scientific calculators for all computations.

HUMAN ANATOMY AND PHYSIOLOGY

Grades 10-12

18 Hours

This course is a survey of human anatomy (structure) and physiology (function) with an emphasis on diseases, medical treatments and laboratory work. Through labs, lectures, films, class discussions, readings of medical articles, dissections (optional) and group projects and presentations, each student develops both familiarity and fascination with the human body and its systems. Students write essays on a variety of topics; they also research and write one major paper. This course gives all students, whether or not they are interested in a career in medicine, a solid understanding of the human body. Prerequisite: one year of high school biology. (Lab fee \$50.)

INTENSIVE BEGINNING CHEMISTRY

Grades 10–12 18 Hours

Chemistry is the search for regularities in nature and the discovery of the relationships that exist between the structure and properties of matter. With a year of algebra and a year of geometry as a prerequisite, this course is geared towards highly motivated students with strong mathematical and abstract conceptual abilities. As an introduction to the field of chemistry, the focus is on learning the fundamental principles and concepts concerning atoms, molecules and compounds and applying them to understand both chemical and nuclear reactions. The course is a balanced combination of lectures, problem-solving sessions and laboratory work, the latter being fundamental to the understanding of the subject. Using a college-level textbook, the course covers topics in



chemistry in depth. Each student works as part of a team researching and presenting a topic of environmental importance. Students need a calculator that has exponential, square root and logarithmic functions.

(Lab fee \$50.)

SOCIAL SCIENCE

TOPICS IN AMERICAN HISTORY FROM 1787 TO 1876

All Grades 12 Hours

This course takes the United States from its dramatic founding and crucial early development through its greatest crisis, the Civil War and Reconstruction. In addition to regular assigned readings and class discussions, considerable emphasis is placed upon activities that promote critical thinking and student involvement. Students engage in seminars based upon research projects designed to introduce students to a wide variety of sources and viewpoints.

Students present cases involving key issues of the period; they act as court members in mock Supreme Court sessions, and they participate in a major role-playing simulation as delegates to a convention that develops debating, political compromising and decision making skills. The object of the course is to enable students to become more informed on this vital period of American history and to heighten their awareness of the skills that are essential for educational growth and that encourage them to become productive citizens of their country and the world.

TOPICS IN AMERICAN HISTORY FROM 1877 TO 1945

All Grades 12 Hours

The Civil War has ended and the United States has entered into a critical (perhaps revolutionary?) period of reconstruction that leads to vast changes in American society. This course considers the rise of the United States as an economic and geopolitical power during the 20th century and concentrates on specific topics that have helped shape our nation. In addition, prevalent issues in social history are investigated. Topics include: Reconstruction, expansionism, progressivism, World War I, the Harlem renaissance, the Great Depression and the New Deal, and U.S. involvement in World War II. Classes rely heavily on student participation. Research papers on individual topics (chosen by students) allow participants to explore specific historical events that further their understanding of United States history.

TOPICS IN AMERICAN HISTORY FROM 1945 TO THE PRESENT

All Grades 12 Hours

Nearly fifty years have passed since the end of World War II. Many exciting and important events have occurred during this period, resulting in significant changes in American society. Beginning with an examination of the origins of the Cold War, this course explores several important themes in postwar U.S. history including: race relations, gender relations, cultural developments, foreign

policy (applications, effectiveness and public reaction) and domestic politics. A highly interactive classroom format requires careful completion of all readings and written assignments, as well as participation in discussions, debates and role-playing exercises.

LAW, POLITICS AND SOCIETY

All Grades 12 Hours

Law is the institution that protects citizens from the arbitrary power of government, as well as from the greed and violence of individuals. It is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the struggle for racial equality, capital punishment, abortion and due process.

Readings include constitutional theory, important court decisions, analyses of the law enforcement process, historical interpretations of the American legal tradition and proposals for change.

"The experience spurred her academic, emotional and social growth and revealed a part of her of which she only had an inkling. We're so proud!"



MINOR COURSES

Most minor courses meet for six class hours; however, minor courses that require extended in-class work are listed as 10 or 12-hour minors. Under the title of each course appears the grade level (s) that the student should be entering in order to enroll in the course.

ARTS AT ANDOVER



Art course fees, payable upon arrival, cover expendable materials and tools and are in lieu of textbooks.



STUDIO ART

All Grades

Studio Art is the course for the student who wants to experiment in many artistic media. Learn how to work in pencil, charcoal, pastel, watercolor, monotype, blockprinting and various 3D materials. Students use dramatic still life setups, wildlife images, portrait and figure studies, and abstract concepts for subject matter. Complex, creative pieces result from multimedia combinations. Emphasis is placed on media experimentation and exploration of original ideas in the process of creating art. Work sessions are held during study trips to Phillips Academy's Addison Gallery of American Art and the Robert S. Peabody Museum of Archaeology.

(Fee: \$100 in lieu of textbooks.)

CERAMICS All Grades 10 Hours

If you have always wanted to create in clay, this course is for you! Learn the basic hand-building techniques (pinch, coil and slab construction), followed by exercises on the wheel. The final projects allow the student to choose one or a combination of these techniques. Ceramics vocabulary, tools and techniques, clay, glazes and firing procedures are studied. A field trip to Phillips Academy's Robert S. Peabody Museum of Archaeology and slides of pottery from past civilizations reveal the importance and variety of ceramics in the historical context. A reading assignment with information on some aspect of the ceramics world expands the student's familiarity with the subject.

(Fee: \$100 in lieu of textbooks.)

COMPUTER GRAPHICS

All Grades

10 Hours

Computers have changed the way artists produce still images, work with motion, and publish and exhibit work. During the first part of this course, students learn to use several software applications related to these functions. For the remainder of the course, students pursue projects of their own design. A project can take many forms and be executed completely on the computer or use the computer as part of the work. In fact, similar images could become the basis for a series of photographs, matted paper prints with additional handdrawing, a slide show, a computer animation, a video or a book. Software choices include Adobe PhotoShop and Premiere, Fractal Design Painter, Aldus Pagemaker and Macromedia Director.

(Fee: \$100 in lieu of textbooks.)

NONLINEAR EDITING

All Grades

10 Hours

A course in narrative editing technique and the use of the AVID digital editor. Why change angle and image size from shot to shot? What are the dramatic considerations in editing a scene? How do sound and editing tempo affect meaning?

In addition to discussions of editorial approach in screenings of scenes from a range of film genres, each student gets a full set of picture and sound "dailies" from commercial television series to interpret as he or she wishes. As every student edits from the same initial raw material, comparisons should be entertaining and instructive.

PAINTING

All Grades

10 Hours

Do you love color, experimentation and expressing yourself through art? This course provides a strong foundation for the student who wishes to pursue art and to communicate through visual form. Students learn the basics of understanding value scales, color mixing and creating interesting compositions. A variety of subjects including still life, landscape and the figure are painted from direct observation. Creative projects lead students to move beyond purely objective painting to more innovative paint application and personal expression. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth.

All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center and the Oliver Wendell Holmes Library are available. (Fee: \$100 in lieu of textbooks.)

BEGINNING PHOTOGRAPHY

All Grades

10 Hours

An introduction to the principles and techniques of 35mm black and white photography as a vehicle for personal expression. Technical fundamentals, including camera operation, film exposure and printmaking, are balanced by a survey of photography and its relationship to each student's work. Frequent in-class critiques, discussion and trips to the Addison Gallery's photography collection supplement this rigorous course. No

prior photographic experience is expected, but students must have a 35mm camera with a manually-adjusted light meter.

(Fee: \$150 in lieu of textbooks.)

PHOTOGRAPHY WORKSHOP

All Grades

Is it black and white or color? Learn how to alter your prints and make them become antique brown, bright blue and red. This course teaches students of photography how to manipulate their images as they hand paint, tone, texture and solarize prints. Students learn the process of photo silkscreen and reticulation, heating film to produce a textured negative, in order to combine visual arts and photography. The basics of 35mm photography are taught. The final body of work is a portfolio of ten photographs. The challenge is to push your creative limits. Are you up to the challenge? A 35mm manuallyadjustable camera and willingness to experiment are required.

(Fee: \$150 in lieu of textbooks.)

"Intellectually my son benefited from the small, intense classes and the exceptional staff you gathered for the Summer Session. Socially he has matured and keeps in touch with new friends that he met while at Phillips. It is with pride and pleasure that we have witnessed this growth."

ENGLISH

AUTOBIOGRAPHY All Grades 6 Hours

This is a journal-making class, with the final result on video. Students study a range of diary-based media combining image and word, especially video and film; do free-writing, or automatic writing exercises, and keep a standing written and videotape journal of their experience during this course. The final assignment is to edit their explorations down to a 15-minute voice-over video piece to be screened in class.

EXPOSITORY WRITING All Grades 6 Hours

In this expository writing course, students develop and strengthen their skills in many kinds of writing. They are encouraged to develop their own voices and their own styles. They come to understand that writing is much more than something done in a classroom. As they gain confidence in exercises such as writing narratives, film reviews, news articles and argumentative pieces, they learn how to develop and focus their writing, and they are introduced to the rhetorical patterns and grammatical tools necessary to write clearly. Students learn the elements of the paragraph, the importance of effective organization and the need for careful revision. By summer's end, each student is capable of writing a cogent, convincing, multi-paragraph essay.

Weekly vocabulary lessons and a review of some points of grammar are important parts of the course. Students also read non-fiction essays as examples of good writing. The students produce a journal of their writing.

JOURNALISM: THE MEDIA MIRROR All Grades 6 Hours

To a great extent, what we know about our fast-paced, increasingly complex world is learned from the news media. This course is a basic introduction to the principles and practices of modern American journalism, providing students with an understanding of the role and function of a free press in a democracy. Emphasis is placed on acquiring the basic skills reporters and editors use to gather and disseminate informa-

tion. Considerable time is devoted to writing copy that is accurate, clear, fair and interesting to read.

If journalism creates the mirror in which society views itself, then there are serious flaws in the glass, distorting the image, or so critics contend.

Journalists respond that such criticism is nothing more than a variation of the ancient practice of punishing the messenger if you did not like the message. This course helps students become more informed consumers of the media and the message.

CRITICAL READING AND WRITING

Grades 11–12 6 Hours

This writing-intensive course is designed to develop the skills that allow young people to recognize, evaluate and respond to the arguments found in all levels and



genres of writing. Students begin by learning how to write summaries that clearly and fairly represent the author's position. The next task is to acquire the analytical skills necessary to evaluate both the author's reasons and reasoning. Attention is then turned to developing and criticizing one's own arguments.

To help develop these skills, students read, discuss and respond to critical essays on various current issues. The First Amendment, individual rights, the death penalty and the limits of justice, and other issues may be explored.

The class is expected to read collegelevel material, to write and revise assignments, and to participate actively in peer discussions and writing workshops.

READING AND WRITING ABOUT SPORTS

All Grades

6 Hours

If you rejoice in and prize sports both as a spectator and as a participant—and you are seeking an English course that refines your writing skills through close study of masterful sports essays, newspaper articles and short fiction, look no further. Inspired by world-class sports writers such as Red Smith, Norman Maclean and Arthur Ashe. students learn how to write four types of essays—comparison/contrast, process analysis, definition and argumentative. Students write critical reviews of sports videos and news stories about sports on campus. Strategies for expanding vocabulary and varying sentence structure are emphasized. This is a rigorous



English course, but one that promises diverting reading and writing exercises in the bargain.

WRITING ABOUT LITERATURE

Grades 10–12 6 Hours

This course challenges students to think critically and write powerfully about literature. Seminar discussions and daily writing assignments encourage the clear, thoughtful expression of ideas. Students learn the importance of sound reasoning, and it is through writing in and out of class that they refine their analytical skills.

Different kinds of writing assignments, including personal responses in journals, close reading exercises, and literary analyses, expose students to the richness of literature and to the many levels of interpretation. The writing of analytical essays is taught as a process, and students learn how to construct thesis statements and plan cogent arguments through prewriting exercises. Issues of rhetoric, grammar and mechanics are discussed according to the needs of the students.

Students read a range of genres and writers as they explore what it means to call something literature. Genres may include novels, autobiographies, short stories, poems, plays, films and essays.

ETYMOLOGY AND SEMANTICS

All Grades 6 Hours

English has a vocabulary far larger than that of any other language. Systematic study of a few hundred Greek and Latin roots of English words opens the door to understanding the meanings and connotations of tens of thousands of words in the language now rapidly emerging as the most adaptable for international and intercultural communication. Analyzing the components of English words and surveying the evolution of the language provide a fascinating and effective way of increasing vocabulary, examining nuances and developing skill in forming and expressing ideas cogently.

THE ILIAD AND THE ODYSSEY

All Grades

6 Hours

Beneath the things that divide us from one another, beneath the differences in language, custom and appearance, there lies a layer of experience that we share as human beings. It is the mark of great literature that, in telling stories about individuals, it conveys something of this universal significance. Through many thousands of years, people have found the two epics of Homer to be among the very greatest literary creations. The Iliad is the story of the siege of Troy by the ancient Greeks. The Odyssey is the story of one Greek soldier's attempt to get home to his wife and son after the war. Pride, jealousy, patriotism, selfishness, honor, shame, love, the search for knowledge, the longing for home . . . all the fundamental features

of human experience are exhibited in these great poems and are conveyed through one of the most exciting narratives in literature. It is the task in this course to read both of these epics in English translation. Students can expect to gain, among other things, an appreciation for great literature's ability to speak to people of all times and places, a heightened sense of poetic beauty, a familiarity with the names and stories that form the very foundation of European civilization, and a sense of the fundamental continuities of human life.

SPEECH AND DEBATE All Grades 6 Hours

This course prepares students for important moments in their lives: when they interview, when they are trying to persuade a group to see their point of view or when they seek a class office. Learning to organize one's thoughts and to present them effectively are important skills in life.

This course teaches these skills through active participation.
Students deliver three different types of speeches and learn how to select a topic, organize the material, control the audience and make an effective delivery. They learn to offer both praise and constructive criticism as classmates work together to develop and improve each person's speaking abilities.

In the second half of the course, students learn the fundamentals of debate theory and argumentation. They debate contemporary policy issues. Students view and critique each other's presentations as well as those by famous orators. Whenever possible, the class integrates current events and issues and applies theory

and method to the contemporary social and political world.

Daily written homework assignments and oral presentations are evaluated with an emphasis on assessing strengths and weaknesses and tracking improvement. This course assumes no prior knowledge of or familiarity with public speaking or debate.

CONTEMPORARY LITERATURE/ CONTEMPORARY ISSUES

Grades 10–12 6 Hours

The primary objective of this course is to study works of contemporary literature both for the sake of reading good books and of examining how these works address issues affecting us today, such as racism and the environment. Conducted as a seminar, the course helps students to read critically, question thoughtfully, and argue a particular position or point of view. Students also write a number of essays, analytical and personal, on the topics discussed. Because this course demands that its members be able to read substantial daily assignments and be willing to participate in discussions, intellectual curiosity and a love of literature are essentials.

STAR WARS AS MYTHOLOGY

Grades 10–12 6 Hours

"Long, long ago, in a galaxy far, far away...." For two decades, the *Star Wars* trilogy has captivated fans. Why? The *Star Wars* movies are a modern re-telling of the oldest story of all: the Myth of the Hero. The

Hero story pervades myths and religions around the world and provides the key to the psychological meaning of religious symbolism. In this course, we study the three movies of the Star Wars trilogy at the level of symbol and myth. What is the mythological and archetypal meaning of Luke Skywalker's relationship with R2-D2? With Princess Leia? With Obi Wan Kenobi? With Darth Vader? With the Force itself? How are these patterns reflective of ancient myths? What insights do these stories shed on issues in our own lives, including the meaning of dreams, the nature of religious experience and the psychology of romantic love? What do these movies say about the relationship between religion and the natural sciences, from neurobiology to astrophysics? Frequent reading and writing assignments provide an introduction to the academic disciplines of comparative mythology, Jungian psychology and the history of religious ideas, as students develop strong analytic writing skills.

LANGUAGE

INTRODUCTION TO CHINESE

All Grades

6 Hours

One out of every four persons in the world uses the Chinese language. This course is designed for students who have not had previous exposure to the language. The course covers the basic pronunciation and grammatical structures. The textbook includes the study of short lessons with practical and lively conversations that emphasize vocabulary. By the end of the

session, students are able to recognize, pronounce and write 150 Chinese characters and phrases. The lessons introduce Chinese customs, handicrafts, poetry, water painting and calligraphy.

CONVERSATIONAL FRENCH

All Grades

6 Hours

Conducted exclusively in French, this course seeks to prepare students to converse easily with native speakers of French in everyday situations. This is an ideal preparation for a trip to France or another French-speaking country. Since grammatical accuracy is also an important goal, the conversational focus is supplemented with grammar explanations and exercises according to the needs of the group. Students develop their oral skills, enrich their vocabulary and write frequent short compositions and dialogues. Students should have had the equivalent of at least two years of high school French.

INTRODUCTORY INTERACTIVE GERMAN

All Grades

12 Hours (Double minor)

Taught entirely in German for maximum effectiveness, this four-skill (speaking, listening, reading and writing) course for beginners introduces the usual first-year topics as well as an initial sampling of current events in Germany, German geography, history and social science. Students work toward confident, elementary oral proficiency in German. Active class, small-group and pair interaction are supplemented by carefully selected video, audio and com-

puter software materials, making use of the well-equipped labs available on campus. *Stammtische* are held regularly in Commons during mealtimes to allow for additional speaking practice and interaction with faculty on campus.

BEGINNING LATIN All Grades 6 Hours

From the second century B.C. to the sixteenth century A.D., most of the greatest literature in Europe was written in Latin. Philosophers such as Descartes, orators such as Cicero and poets such as Vergil expressed their most profound thoughts in Latin.

Students learn the elements of Latin grammar and vocabulary. Emphasis is on reading comprehension. By the end of the session, students are able to read the simpler Latin authors and acquire a foundation on which they can base development of their reading comprehension. The course requires no previous familiarity with the Latin language, although students who have taken one year may find it to be a useful review and extension of what they have learned.

CONVERSATIONAL SPANISH

All Grades

6 Hours

This course is conducted entirely in Spanish for the student who is eager to speak Spanish and is genuinely interested in improving oral facility. Students are given directed conversational exercises designed to encourage and enable them to increase their vocabulary and cultural awareness, as well as provide them with the tools for achieving greater fluency. Since



grammatical accuracy is also an important goal, the conversational focus is supplemented with grammar explanations and exercises according to the needs of the group. Culturally authentic audio-visual enhancements include tape work in the language laboratory, videos, songs and newspaper and/or magazine articles. This course is best suited for students who have recently studied Spanish for two years or more.

MATHEMATICS

All mathematics students take a placement test to confirm their course assignments. All students must have a TI-83 (Texas Instruments) graphing calculator or its equivalent for all math courses. The school has a limited number of calculators available for loan.

BEGINNING ALGEBRA Grades 9-10

6 Hours

This course is for students who have had little or no algebra. Emphasis is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities and irrational numbers.

"My daughter is having the time of her life. She is working hard, having fun and is as happy as can be."

TRIGONOMETRY

All Grades

6 Hours

This course offers students a comprehensive study of circular and trigonometric functions. Emphasis is placed on applying trigonometry to model real-life applications. Topics include radian measure, trigonometric functions, solving right triangles, graphing trigonometric functions, inverse trigonometric functions, law of sines, law of cosines, solving coordinates, polar graphing and parametric equations. When combined with the precalculus major, this course can equal a full yearlong precalculus course.

COMPUTER

FUNDAMENTALS OF THE INTERNET AND BEGINNER'S HTML

Grades 10–12

6 Hours

HOT Java! Warm cookies! and Spicy Applets! No, this isn't a cooking course - these are buzz words for the Internet. The initial focus of the class is to gain an understanding of how to locate information and conduct research. Students become familiar with the technical aspects of web sites, such as frames, farms, CGI Scripts, etc. They learn tips and tricks to move swiftly and easily around the Net. With a clear understanding of how a web browser works and an awareness of the interaction between



clients and servers, students learn to design and publish their own web pages using HTML language. Using digital cameras and some shareware graphics programs, students create their own unique designs.

INTRODUCTION TO TECHNOLOGY

All Grades 6 Hours

There is no escaping our need for computers today. Computers are an integral part of our lives, yet some people have not experienced them at all or have had frustrating experiences. This course is a basic, yet intensive, hands-on introduction to the world of computers as tools. The goal of the course is to enable students to function in an ever-changing technological world.

An exploration into the world of computers enables students to learn on their own in the future. They are introduced to word-processing programs, graphics (draw/paint) programs, spreadsheet packages, desktop publishing applications and database applications. Students are also firmly introduced to the world of the Internet. They learn the basics of e-mail and the world wide web, with an emphasis being placed on how to use the Internet as a resource for schoolwork. Instruction in the use of hardware such as printers and scanners is also part of this course. Students learn computer skills through a series of assignments, culminating in an intensive real-world project. While appropriate for any grade level, this course is best suited for students who have completed at least one year of algebra.

PHILOSOPHY

HUMAN DIMENSIONS OF MEDICINE

All Grades 6 Hours

The great advances in medical technology in the last 50 years have forced us to ask many fundamental questions about the meaning and value of human life. In this course, students begin to think about these questions by examining such issues as health care policy, euthanasia, abortion, genetic technology, reproductive technology, patient autonomy and the ethical limits of medical experimentation. While these issues, each with its own history and special concerns, are the focus, in the course of discussions students also uncover and examine the fundamental ethical principles and moral values that provide the framework for our thinking.

LIFE IS FULL OF CHOICES: AN INTRODUCTION TO ETHICS

Grades 10-12

12 Hours (Double minor)

Ethics courses are usually focused on questions of right and wrong. Is it acceptable to lie? Should I steal to feed my baby? Should I kill to protect my country? Should I consume large resources for the sake of my own comfort, or to satisfy my exquisite, but expensive, tastes? However, there is a broader "ethical" question that stands behind all of these: simply "What is a good life?" or its equivalent, "How should I live?" While this includes the question of right and wrong, it is far more comprehensive. Ethics is not

only a question of rightness (although we all certainly want to live righteously), but also of happiness, of living the best life possible.

In this class we read great philosophers, from Plato to Nietzsche, as an entryway into this fundamental philosophical question. With the great diversity of life's aims and interests, what and how much can we say about what it means to live well—and since this is, after all, a philosophy class, why?

PSYCHOLOGY

PSYCHOLOGY: CURRENT ISSUES

All Grades 6 Hours

This course analyzes some of the contemporary issues facing adolescents today. Topics are presented from both a theoretical and practical point of view. Discussions cover identity formation, physical development, family life, peer relationships, love and sex, drug use and abuse, delinquency, suicide, mental disturbance, moral judgment and value systems. Additional topics provided by the students themselves are also examined. No prior knowledge of psychology is necessary.

"I grew mentally, spiritually, and emotionally....Phillips Academy was an experience that taught me who I am. Thank you for introducing me to another dimension."

PERFORMANCE ENHANCEMENT

All Grades

6 Hours

Performance Enhancement gives students study skills to succeed in the classroom. Students work on testtaking, reading, listening, presenting material professionally and writing professional-quality papers. They learn to present their "whole" selves to teachers and peers. To encourage this, they write detailed journals evaluating their performances, thinking about their lives and setting goals for themselves. Students are encouraged to develop their own styles and outlooks in order to approach tasks. The course assumes that curiosity and discipline are necessary for excellent performance, bringing these together in video-taped mixed-media presentations and rigorous written self-analysis and goal-projection.

SCIENCE

ADVANCED LABS IN BIOLOGY

All Grades
10 Hours

This laboratory course features a range of selected topics including diffusion and osmosis, enzymatic reactions, organic compounds, genetics and cell respiration. The student becomes familiar with stereoscopic and compound microscopes, microbiological techniques, and colorimetry. All of these experiments are included in a typical advanced course in biology. Students gain the ability to use computers to analyze data and write complete but concise

laboratory reports. Prerequisite: one year of biology. (Lab fee: \$50.)

SOCIAL SCIENCE

AMERICAN POPULAR CULTURE

All Grades
6 Hours

Popular culture products are all around us-movies, television, advertisements, music, sports, books. While we often assume that our current inundation by such products is a recent phenomenon, American popular culture in fact has a long and curious history. This writing-intensive course has two main objectives: first, students use popular culture to trace a rough outline of the course of American history since the Revolution; second, by studying the products of nineteenth and twentieth-century popular culture historically, students sharpen their ability to view critically the popular culture of our own time. As they investigate the ways that Americans construct an understanding

of the present and give meaning to the past, they explore some of the key themes in the nation's history—race and gender relations, consumerism and social rebellion.

COLONIAL HISTORY AND THE AMERICAN REVOLUTION

All Grades 6 Hours

Study early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background and achievements of that great conflict, including the social and ideological aspects, as well as the political and economic ones. Bring early American history to life with field trips to historical sites in Massachusetts such as Plimoth Plantation, a restored replica of the original colony; Danvers, where the Salem witch hysteria actually occurred; Salem, to see the original House of the Seven Gables and the rich collections on colonial trade in the Essex Institute; Concord, the Old North Bridge and the site of the Battle of Concord; and Boston's





famous Freedom Trail.

Reading and writing assignments using both primary and secondary sources form the basis for engaging classroom discussion and in-depth study of our country's formative years.

INTERNATIONAL RELATIONS

All Grades 6 Hours

This course is designed to stimulate students' interest in international relations and foreign policy. As a result of their experiences in the class, they become more astute observers of the international scene and understand better the problems the world

faces. Strong emphasis is placed on both historical background and the realities of the modern world scene.

Students are given assigned text readings and considerable experience in utilizing library sources, emphasizing a wide variety of viewpoints. Much attention is given to the development of critical thinking, and a large portion of the course is devoted to activities that promote student involvement. Students engage in seminars, serve as prosecutors, defenders and court members in mock World Court cases, and become involved in a major simulation modeled on the United Nations, utilizing debate, compromise and decision-making.

PREP FOR ADVANCED PLACEMENT UNITED STATES HISTORY

Grades 10–12
12 Hours (Double minor)

This course is designed for students who are interested in rigorous preparation for AP U.S. History or regular U.S. History. The focus of this course is the intense investigation of topics in U.S. History, and the introduction of the four critical skills that lead to success in any history class: essay writing including document-based questions, document reading, analysis of historical information and synthesis of that information. Completion of this course makes students more familiar with the AP course, its content and the skills necessary to succeed in such a class. Outside readings, documents, articles and AP-level exercises are used to supplement the text. The course covers each of the following topics: Early Colonial America; Virginia and New England; The Articles of Confederation through the Bill of Rights (1781-1891); the 1850s and the Civil War; Foreign Policy in the 20th Century; WWI, WWII and the Cold War; and Civil Rights in the 1950s and 1960s.

"The Phillips Academy experience was a unique opportunity and provided my son with an exposure to cultures and academics in a setting that helped prepare him for advanced decisions and the move to college."



ADMISSION INFORMATION



Maxine Grogan, Dean of Admission

The Admission Committee looks for evidence that the applicant has the intellectual ability, the industry and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason, we do not permit weddings or other family functions or other academic or athletic pursuits to interfere with classes, which are held six days a week. Students must also arrive on campus for the scheduled beginning of Summer Session and remain through the closing. Early departure means forfeiture of the Certificate of Attendance and course credit.

The Summer Session accepts academically qualified boys and girls who have completed the eighth, ninth, tenth or eleventh grade and who are at least fourteen years of age.

Students who have graduated from high school or who are nineteen years old or older are not eligible for admission. Our policy is to open the experience to as many boys and girls as we possibly can, and we think it is sound advice to students to seek different experiences every summer. However, students who have shown a commitment to the program, who have done well academically and who could benefit from returning to Andover are permitted to attend a second Summer Session but not to repeat the same courses or institutes.

The energy and commitment necessary to make the most of the Summer Session cannot be forced issues; therefore, it is important for parents to understand that it must be the student's choice to apply to our program.

WHEN TO APPLY

Students should apply immediately after receiving the 1998 catalog. Because we have rolling admission, there is no deadline in the usual sense of the term; however, priority is given to students who complete their applications by April 15. Decisions are made soon after applications are complete. Often, courses fill quickly; therefore, it is advantageous to apply as early as possible.

All five parts of the application form and the student's autobiographical statement are very important in the admission process. The question of admittance cannot be determined until all application material has been received; and, since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.

APPLICATION FORMS

The application consists of five parts that are provided in the back of the catalog: Form 1 (the student application); Form 2 (the school counselor report and transcript); Forms 3 and 4 (two teacher recommendations); Form 5 (afternoon activity preferences). Each of these is to be filled out completely, according to the instructions. In addition, the student must provide an autobiographical essay. All materials should be mailed together in one package. Falsification of information on any admission document can result in revocation of admission. Please be certain that the non-refundable \$35 application fee is enclosed. (International student application fee is \$50.)

APPLICATION ENVELOPE

All application materials—the recommendations, the school report, the transcript, the autobiographical statement and afternoon activity selection, together with the application form and fee—should be placed in a single envelope and mailed to the Phillips Academy Summer Session. (We have enclosed an appropriate envelope for your convenience.) Mailing the application materials separately rather than in a single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.

"My son characterized his time these past few weeks as 'a fantastic experience."











Summer Office staff

INTERNATIONAL STUDENTS

Since school administrations and evaluative methods vary so greatly throughout the world, we suggest the following to simplify the application process. Please include a translation of your school's grading system with your transcript. If your school does not have guidance counselors, the head of school or principal should fill out Form 2. Compose your autobiographical essay, without help, in English. If you have recently taken the TOEFL, please forward your scores with your application. Please request an International Student Information Sheet if you have not already received one.

TUITION, ROOM AND BOARD

The \$3,700 charge for boarding students includes tuition, room, board, supplemental medical insurance, telephone with local service, and bed and bath linens. The day-student charge of \$2,400 covers tuition, supplemental medical insurance, a voice mailbox and all meals. The non-refundable application fee must accompany the application. Within two weeks of acceptance, the student must pay a non-refundable deposit, credited toward the tuition charge. The balance is due by May 22. All checks should be made payable to the Trustees of Phillips Academy and sent to the following address: The Phillips

Academy Summer Session, Phillips Academy, Andover, MA 01810-4161.

In accordance with Summer Session policy, a student cannot be registered until her or his bill is paid, and no refund is made of the deposit or of the tuition and room and board charges to the student who withdraws or is dismissed. International students, please refer to separate International Student Information Sheet for specific payment instructions.

FINANCIAL AID

The Summer Session actively seeks qualified and promising students from a wide range of backgrounds. For many students, a five-week summer academic experience at Phillips Academy may provide the skills and self-discipline essential to success in college, career and later life.

Because we do not want any qualified student to be denied the opportunity of attending the Summer Session because of his or her inability to pay, scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask students to apply for financial aid only if they cannot attend the Summer Session without it. Our limited funds also preclude offering financial aid to international students. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid Form and copies of your 1997 IRS 1040 forms, all IRS supporting documents and any other income tax forms used, must be completely and accurately filled out and postmarked no later than March 1. Students are informed of financial aid awards with notification of acceptance.

A Financial Aid Form is not sent automatically. Please write, call or e-mail to receive one.

SPENDING MONEY

Phillips Academy does not handle student banking. A Cirrus Network money machine has been installed on campus to facilitate students' handling of their spending money. A checking account opened in a Cirrus network bank (located throughout the United States and Canada) before coming to Andover allows parents to deposit funds locally which can be drawn on by students with their money card. Bringing large amounts of money is ill-advised. BankBoston, in Andover, offers banking advice and services to all admitted students through the mail and at registration. Students who wish to live as simply as possible should not find expenditures in excess of \$500. Total textbook costs range from \$50 to \$150.

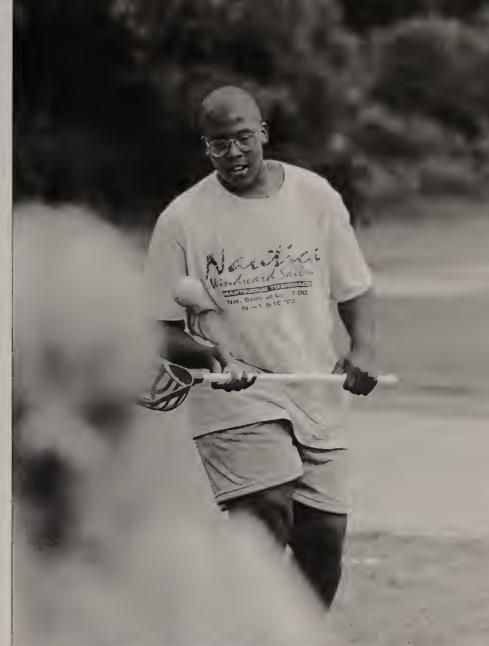




















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CLASS DISTRIBUTION

	BOYS	GIRLS	TOTAL
Rising 9th graders	23	17	40
Rising 10th graders	77	75	152
Rising 11th graders	112	159	271
Rising 12th graders	67	81	148
	279	332	611
Boarding students	266	318	584
Day students	7	8	15
Intensive Writing			
Workshop	6	6	12
	279	332	611
(MS) ² students	53	62	115

A1-L	1	A	1
Alabama Arizona	1 18	Austria Bolivia	1
	46		1
California Connecticut		Brazil Canada	3
	5 11		3
District of Columbia Florida		Colombia	2
	7	Dominican Republic	3
Georgia	3	England	3
Hawaii	4	France	18
Illinois	21	Germany	25
Indiana	2	Greece	6
Kentucky	10	Guatemala	1
Louisiana	1	Hong Kong	14
Maine	2	Indoneseia	9
Maryland	5	Israel	1
Massachusetts	74	Italy	11
Michigan	5	Ivory Coast	2
Minnesota	2	Japan	24
Missouri	3	Korea	15
Montana	1	Kuwait	1
New Hampshire	4	Lebanon	2
New Jersey	21	Mexico	6
New Mexico	12	Monaco	1
New York	55	The Netherlands	2
North Carolina	2	Peoples Republic of Chi	ina 1
North Dakota	2	Philippines	1
Ohio	6	Republic of Panama	2
Oklahoma	1	Russia	3
Oregon	5	Saudi Arabia	5
Pennsylvania	3	Senegal	1
Puerto Rico	7	Singapore	1
Rhode Island	1	Spain	5
South Carolina	1	Sri Lanka	3
South Dakota	1	Sweden	1
Tennessee	17	Switzerland	9
Texas	20	Taiwan	16
Virgin Islands	1	Thailand	4
Virginia	2	Turkey	12
Washington	3	Venezuela	1
West Virginia	2	Vietnam	1
Wisconsin	2	West Indies	1
Wyoming	1		
			221

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SPECIAL INSTITUTES				MINOR COURSE	S		
		COMPUTER		ARTS AT ANDOV	ER	MATHEMATICS	
INSTITUTES		Computer Programming	31	Studio Art	36	Beginning Algebra	43
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World Economy	23	Law and Morality	31	Nonlinear Editing	37	COMPUTER	
Oceans	23	The Big Questions:		Painting	37	Fundamentals of Internet	/0
Theatre	24	Contemporary Philosophies of		Beginning Photography	37	and HTML	43
Intensive Writing Worksho	p 25	Human Life	32	Photography Workshop	37	Introduction to Technology	44
		PSYCHOLOGY				PHILOSOPHY	
MAJOR COURSE	S		2.2	ENGLISH		Human Dimensions	
ADTC AT ANDON	- D	Social Psychology	32	Autobiography	38	of Medicine	44
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Historical Overview

The town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community 25 miles north of Boston and about the same distance west from Salem, Gloucester and the sea. Both the town and the academy are rich in history. Judge Samuel Phillips, the academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor to Andover, sent his nephews to the academy. In 1789, during his term as president of the United States, Washington held a reception on horseback for the students and townspeople on the Old Training Field, now the site of the Fuller Memorial Carillon Tower. Paul Revere engraved the school seal; John Hancock signed its charter. As a seminarian at Andover, Samuel Smith wrote the words of the song America (My Country 'Tis of Thee) in one of the academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the academy cemetery.







Phillips Academy Summer Session Application Instructions

Follow all instructions carefully to complete the Summer Session application packet. Please return all application materials in the large envelope provided. *Please remember*: No application for admission will be considered until *all* materials have been received (including current grades on transcript). Priority will be given to those applications completed by April 15.

Step 1

Fill out application form 1 completely and attach the non-refundable \$35 application fee (International student application fee: \$50). Checks should be made payable to the Trustees of Phillips Academy and must be drawn on a U.S. bank in U.S. funds. U.S. banks refuse to cash checks denominated in foreign currency. International students, please refer to separate yellow International Student Information Sheet for payment guidelines.

Step 2

Autobiography: Without help, please write an essay in which you introduce yourself. Because it is used in lieu of an interview, the essay must be as complete as possible. Please discuss the following: interests, activities (extracurricular, community, athletic) and experiences you enjoy or value most. What are your reasons for wishing to attend the Phillips Academy Summer Session? What contribution to society would you most like to make?

Accuracy, clarity and honesty are as essential to the application as they are to success in the classroom. Represent yourself as you are so that, if admitted, your teachers will be able to serve you well.

Students applying for the English as a Second Language Institute: Please write your essay by yourself, *in English*. It is important for assessment that we see your unassisted work. If there is any question of your receiving assistance, we cannot consider your application.

Step 3

Form 2 is to be given to your guidance counselor (with an envelope). Request that your guidance counselor fill out form 2 and include a copy of your complete transcript including the most recent grades. To ensure confidentiality, ask that the form be placed in an envelope that should be sealed and signed across the seal.

Step 4

Forms 3 and 4 (teacher recommendations) and envelopes are to be given to two *current* teachers to fill out. Mathematics applicants are encouraged to give form 3 to a current math teacher. To ensure confidentiality, ask that the form be placed in an envelope that should be sealed and signed across the seal.

Step 5

Thoroughly read the descriptions of afternoon activities on form 5. Then, according to the directions, list your first four choices in order of preference.

Step 6

Assemble all of the above materials in the envelope provided (use the check list on front of envelope) and return to Phillips Academy Summer Session. Affix adequate postage for the application packet.

Financial aid applicants: Your completed application and Financial Aid Form, that includes copies of your 1997 IRS 1040 forms, all IRS supporting documents and any other tax forms used, must be postmarked no later than March 1.

Theatre Enterprise applicants: Your completed application must include a brief videotaped monologue as described on page 24.

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(Over)

ENTRANCE APPLICATION Summer Session

Phillips Academy, Andover, Massachusetts 01810-4161

TO BE FILLED OUT BY APPLICANT AND SIGNED BY BOTH PARENT AND APPLICANT

Ple	ease Print								
1.			•	v called					
	Last (Family)	First	Middle						
	Sex June Age		Social Sec Ionth/Day/Year	urity #					
		171	ommDuyi 1 eui						
2.	Home Address	Street and N							
	City	State		Country	Zip Cod				
	Mailing Address (if different) or P.O. Box #							
3.	NAME AND ADDRESS O	f parents with w	HOM WE SHOULD CO	ORRESPOND					
	Title Name								
	(such as Mr. and Mrs.) First		Middle	Last (Family,)				
	Home Address								
	Street and Number								
	City	State		Country	Zip Cod				
	Telephone: Home ()		Business ()					
	Fax: ()		e-mail address:						
4.	Present School		G	rade next September _					
		ic 🗆 Private 🗅	Parochial 🗆	<u>-</u>					
	School Address								
		Street and Number							
	City	State		Country	Zip Cod				
5.	Name of Guidance Counsel	or							
6.	It is imperative that the appl PREFERENCE because por not drawn sufficient enrollm	oular courses fill up quick tent.	ally and list ALL THREE aly and it is occasionally notes catalog for guidance in cl	ecessary to cancel a co	DER OF urse that has				
	MAJOR COURSE/INSTIT	•		COURSE CHOICE	es.				
	·								
	1st								
	2nd								
			0.1						

7.	Please apply for aid or include the pink Appl ately if you need one sand AND FINANCIAL A	cial aid from the Summer S only if it is absolutely necess lication for Financial Aid. since the ENTIRE ENTR AID FORM must be postn railable to international stu	ary. (Aid applicants m Ask for this form imm ANCE APPLICATIO narked by March 1.)	iedi-	No 🗅
8.	Are you applying as a	Boarding Student?		Yes 🗅	No 🗅
9.	Are you also applying	to the 1998–99 academic	year at Phillips Acade	my? Yes 🗅	No 🗅
10.	Session students or en	rives who are graduates, stu nployees of Phillips Acader elationship to you and rela	ny?	Yes 🗆	No 🗅
11.	How did you become	aware of the Summer Sess	sion?		
12.	Please list other summ	ner programs and years you	ı have attended.	_	
13.	Languages spoken and	l how many years	-		
14.	International Student	ts: Please fill in the followi	ng information careful	ly:	
	How many years have	you studied English?		.· _	
	Date of birth	Country of birt	h	_ Country of Citizenship	
		r Diplomatic passport?	Yes 🗅	No 🗖	
15.	Optional Question				
	How do you describe	yourself?			
	□ Asian	☐ Hispanic	Į	☐ White/Caucasian	
	□ Black	☐ Native American (Am	erican Indian)	□ Biracial/Multiracial:	
16.	Signature of applicant			Date	
17.	Signature of parent			Date	
$\mathbf{p} _{e_2}$	se place this signed an	plication, together with th	e rest of the application	natarial in the anyelon	e provided and

Maxine S. Grogan, Dean of Admission,

return to:

SCHOOL REPORT

Summer Session

2

Phillips Academy, Andover, Massachusetts 01810-4161

TO BE FILLED OUT BY STUDENT'S GUIDANCE COUNSELOR AND RETURNED WITH STUDENT'S LATEST TRANSCRIPT.

Applicant's Name

(If the school has no guidance counselor, the principal or head of school should complete this form.)
Place the completed form and transcript in an envelope (provided by the student), seal and sign across the seal to ensure confidentiality. All application materials should be returned by either the student or the guidance counselor in the large envelope provided by the Phillips Academy Summer Session.

Last (Family)		First		Mi	iddle
Applicant's Address					
			 		
Guidance Counselor's Nan	ne				
Please pri	nt				
Phillips Academy, founded designed for very able students from all sections of eight hours each day, in classification opportunity to deepen or exint the Summer Session encountries.	ents. The Phillips of the United State oss and in preparati axtend his or her le	Academy Summer s and foreign count ion. The purpose carning in a subject,	Session, a ries. The of the Sum not to rea	n integral part of Philli academic program requimer Session is to offer medy weaknesses in an	ps Academy, accepts uires minimally six to the able student an area of difficulty. Life
Dear Guidance Couns	selor:				
Your early attention is cru appreciate your greatest dis					
Please provide the following	g information:				
1. His or her latest transcr grades are acceptable.)	r ipt , including the	e current year's gra	des. (If se	emester grades are not a	ıvailable, midterm
2. All recent significant ac	hievement and ap	titude test results.			
3. Number of students in (Please estimate if exact			proximate	rank (by decile) from	top in entire grade.
4. This student is in what	t type of class:	☐ Standard level		☐ Classes are not sect	ioned
5. If English is not the stu	dent's first langua	ge, please check the	e followin	g.	
English Fluency:	☐ Excellent	□ Good	□ Fair	□ Poor	(Over)

6. In relation to others in the candidate's age group who item below, or please substitute a written statement de		_	heck the	approp	riate box f	or each
	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential						
Academic Achievement (as compared to potential)						
Reading Skill and Interest						
Written Expression						
Oral Expression						
Study Habits						
Initiative						
Curiosity						
Personal Qualities						
Seriousness of Purpose						
Common Sense						
Peer Compatibility	o o	_				
Warmth of Personality	_	_ _	_			
Concern for Others	o o					
Self-esteem	_	_	_			
Independence	_	_ _	ā	o o	<u> </u>	_
Self-discipline Self-discipline	_	_	<u> </u>		_	_
Willingness to Live within the Rules	_		ā	o o		_
Reaction to Criticism				_	<u>-</u>	_
Honesty/Integrity	_	_		_		
Emotional Stability						_
Energy	ū		ā		٥	
General Impression:						
Academic Qualities			-		0	П
Personal Qualities				0		
rersonal Quanties	_	_	_			_
7. In what capacity have you known the applicant?			•	For ho	w long?	
8. We seek to create a pleasant summer community in w academic work. Please indicate your estimate of the						
Signed	Positio	n				
School Address					•	
Street and Number						
	School	Tel. No. ()			
City State Zip	code Counse	lor's Office N f different (

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4161

3

TO BE FILLED OUT BY A CURRENT TEACHER

Please complete this form, place it in an envelope (provided by the student), seal and sign across the seal to ensure confidentiality. The student or the guidance counselor will return all the application materials to the Phillips Academy Summer Session.

Applicant's Name		
Last (Family)	First	Middle
Teacher's Name		
Please print		
dents from all sections of the United St hours each day, in class and in preparate	hillips Academy Summer Session, an tates and foreign countries. The acadition. The purpose of the Summer Sestiong in a subject, not to remedy weak	integral part of Phillips Academy, accepts stu emic program requires minimally six to eight ssion is to offer the able student an opportu- knesses in an area of difficulty. Life in the
Dear Teacher:		
	lications must be complete before con community in which faculty and stud	nsideration by the Admission Committee. ents engage in rigorous and imaginative
1. Succeeding in a demanding progra	m	
2. Contributing to the community life	Se of the Summer Session	
3. This student is in what type of claudent is in what ty		☐ Classes are not sectioned
4. If English is not the student's first English Fluency: ☐ Exceller	2 2 -	□ Poor

	Truly				Below	Insufficient
	Outstanding	Excellent	Good	Fair	Average	Evidence
Academic Qualities						
Academic Potential						
Academic Achievement (as compared to potentia	al)					
Reading Skill and Interest						
Written Expression						
Oral Expression						
Study Habits						
Initiative						
Curiosity						
Personal Qualities						
Seriousness of Purpose						
Common Sense						
Peer Compatibility						
Warmth of Personality						
Concern for Others						
Self-esteem						
Independence						
Self-discipline						
Willingness to Live within the Rules						
Reaction to Criticism						
Honesty/Integrity						
Emotional Stability						
Energy						
General Impression:						
Academic Qualities						
Personal Qualities						
6. In what capacity have you known the applicant	?			Fc	or how long	g?
Signed		Position _				
School Address						
School name						
Street and Number		0.1	1.) 7. (
City State	Zip code	_School Te	I. No. ()	· · · · · · · · · · · · · · · · · · ·	

5. In relation to others in the candidate's age group whom you have known, please check the appropriate box for each

item below, or please substitute a written statement describing the candidate.

Thank you for your help in completing this form.

Please make sure that you have signed the envelope across the seal for confidentiality.

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4161

4

TO BE FILLED OUT BY A CURRENT TEACHER

Please complete this form, place it in an envelope (provided by the student), seal and sign across the seal to ensure confidentiality. The student or the guidance counselor will return all the application materials to the Phillips Academy Summer Session.

Applicant's Name		
Last (Family)	First	Middle
Teacher's Name		
Please print		
designed for very able students. The students from all sections of the Ur eight hours each day, in class and it opportunity to deepen or extend his	ne Phillips Academy Summer Session, nited States and foreign countries. The n preparation. The purpose of the Su s or her learning in a subject, not to re	00 boys and girls. Its rigorous program is an integral part of Phillips Academy, accepts the academic program requires minimally six to mmer Session is to offer the able student an emedy weaknesses in an area of difficulty. Life of suited to those who need constant supervision
Dear Teacher:		
appreciate your greatest dispatch. A We seek to create a pleasant summe	pplications must be complete before	s Academy Summer Session. We would consideration by the Admission Committee. udents engage in rigorous and imaginative ant's promise of:
1. Succeeding in a demanding pro-	gram	
2. Contributing to the community	v life of the Summer Session	
3. This student is in what type of o		
□ Honors □ Adva	unced 🖵 Standard level	□ Classes are not sectioned
4. If English is not the student's fir English Fluency: □ Exce	rst language, please check the followin llent Good	eg. □ Poor

	Truly	E11	C1	17-:	Below	Insufficien
Academic Qualities	Outstanding	Excellent	Good	Fair	Average	Evidence
Academic Qualities Academic Potential						
Academic Potential Academic Achievement (as compared to potential)						
Reading Skill and Interest						_
Written Expression					_	_
Oral Expression		_	_	_	_	_
Study Habits		_		ā	_	_
Initiative		_	_	_	_	_
Curiosity	_	_	_	ā		_
Personal Qualities						
Seriousness of Purpose						
Common Sense						
Peer Compatibility						
Warmth of Personality						
Concern for Others						
Self-esteem						
Independence						
Self-discipline Self-discipline						
Willingness to Live within the Rules						
Reaction to Criticism						
Honesty/Integrity						
Emotional Stability						
Energy						
General Impression:						
Academic Qualities						
Personal Qualities	_	_	<u> </u>	_	ā	
reisonal Quanties	_	_	_	Ī	Ī	
6. In what capacity have you known the applicant?			Fc	or how	long?	
Signed	Positio	n				
School Address						
School name						
Street and Number	School	Tel. No. ()			
City State Z	Zip code					

5. In relation to others in the candidate's age group whom you have known, please check the appropriate box for each

item below, or please substitute a written statement describing the candidate.

Thank you for your help in completing this form.

Please make sure that you have signed the envelope across the seal for confidentiality.







Phillips Academy
ANDOVER

Campus Map





- 1 Abbot Hall, A2
- Adams Hall* [WQS], F7
- 3 Addison Gallery of
- American Art. E4
- 4 Admission Office
- Alumni House* [ABB], B3
- America House* [RPD], B2
- Andover Cottage* [WQN], C5
- Andover Inn, D3
- 9 Bancroft Hall* [WON], D6 10 Bartlet Hall* [FLG], F4
- 11 Benner House [Art], G4
- 12 Bertha Bailey House* [ABB], B3 70 Phelps House, D5
- 13 Bishop Hall* [WQN], E6 14 Blanchard House* [WQS], F8
- 15 Borden, Memorial and
- Abbot Gymnasiums, G6
- 16 Brothers Field, 17
- 17 Bulfinch Hall [English], G4
- 18 Burtt House* [FLG], H3
- 19 Carriage House* [ABB], B3
- 20 Carter House* [RPD], B3
- 21 Case Memorial Cage, H7
- 22 Churchill House, E6
- 23 Clement House" [ABB], B3
- 24 Cochran Chapel, C3
- 25 Commons [Dining Hall], G4
- 26 Cooley House, G6
- Day Half [FIG], F4
- 28 Double Brick House* [RPD], C3 83 Stevens House* [RPD], E3
- 29 Draper Cottage [ABB], B3
- 30 Draper Hall, A2
- 31 Eaton Cottage* [WQN], C6
- 32 Elbridge Stuart House*
- 33 Elson Art and
- Communications Center, E3
- 34 Evans Hall [Science], G3
- 35 Flagg House* [ABB], B2
- 36 Foxcroft Hall* [FLG], E3
- 37 French House* [RPD], C3
- 39 Fuess House* [PKN], G2
- 40 George Washington Hall, E3

- 43 Graves Hall [Music], C3
- 44 Hall House, A3
- 45 Hearsey House* [FLG], I3
- 46 Hidden Field, A4
- 47 Isham Field, D8
- 48 Isham Health Center, D7
- 49 Isham North* [WQN], D7
- 50 Johnson Hall* [WQS], E8
- 51 Junior House* [ABB], B4
- 52 Log Cabin, G2
- 53 McKeen Hall, A2
- 54 Memorial Bell Tower, F6 55 Morse Hall [Mathematics], B3
- 56 Morton House* [ABB], B2
- 57 Moses Stuart House, FT

- 58 Nathan Hale House* [PKN], F2
- 59 Newman House* [FLG], F6
- 60 Newton-Hinman House, G4
- 61 Nineteen Twenty-Four House, H3
- 62 Office of Physical Plant, A3
- 63 Oliver Wendell Holmes
- Library, F4
- 64 Park House, C4
- 65 Paul Revere Hall* [FLG], G4
- 66 Pearson Tennis Courts, 18
- 67 Pearson Hall [Classics], F4
- 68 Pease House* [WQN], E5
- 69 Pemberton Cottage* [WQN], C6
- 71 Phelps Park, H5
- 72 Phillips Hall, C3 73 Power Plant, B3
- 74 Rafferty Field, H2
- 75 R.S. Peabody Museum of Archaeology, D4
- 76 Rockwell House North* [WQN], F7 77 Rockwell House South*
- (WOS), E7 78 Rockwell Tennis Courts, D6
- 79 Samaritan House* [ABB], C3
- 80 Samuel Phillips Hall [History and Modern Foreign Languages], 1-3
- 81 Smith House* [FLG], H3 82 Stearns House [RPD], E3
- 84 Stimson House* [PKN], F2
- 85 Stott Cottage, B4
- 86 Stowe House* [RPD], D2 87 Sumner Smith Hockey Rink, H6
- 88 Taylor Hall* (WOS), F8
- 89 Thompson House* [WQS], F9
- 90 Tucker House* [WQS]. F8
- 91 Whitney House* [RPD], C2
- 92 Williams Hall* [ABB], B5

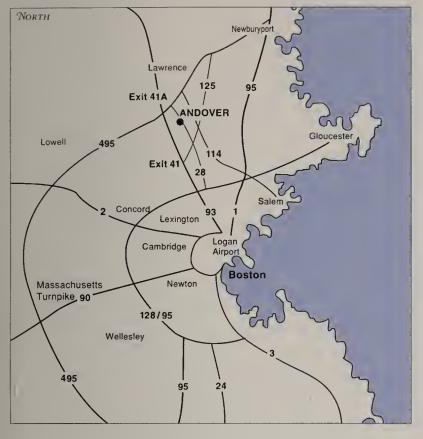
* Dormitory

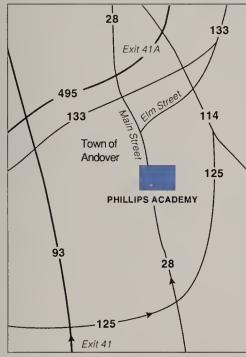
- ABB Abbot Cluster
- FLG Flagstaff Cluster
- 41 Graham House [Psychology], C3 PKN Pine Knoll Cluster
 - RPD Rabbit Pond Cluster
 - WQN West Quad North Cluster WQS — West Quad South Cluster

Areas of Interest

- A. Abbot Circle, A2
- B. Armillary Sphere, E5
- C. Chapel Cemetary, G3
- D. Dormitories around
- Rabbit Pond, F2, G2-3 E. The Grove, A3
- F. Memorial Place, G5
- G. Merrill Memorial Gateway, H6
- H. Moncrieff Cochran Sanctuary, E2-G2 I. Old Main Campus, C4
- J. West Quadrangle's dorminaties 1"







Design: Ellen Hardy

Production: Nancy Phillips

Cover Photograph: Gustav Freedman

Photography: Gustav Freedman David Oxton

Peter Vandermark

Coffee Pond Productions

Special thanks to: Jackie Fallon

Marie Ferraguto

Aggie Jacobellis Phyllis Pottle

Printed on recycled paper

TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for two miles. Turn right onto Route 28 and go north about four miles to the Phillips Academy campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. Turn left on Highland Road and then turn left up the first campus road on left. The Summer Session office is marked by a sign at the road's edge beyond the parking lot.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south, take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

Trombly Commuter Lines, Inc., runs buses to Andover from the Transportation Building on Charles Street, Park Square, Boston. Visitors should call the bus company at (978) 686-9577 for up-to-date information.

INNS AND MOTELS IN THE AREA

Andover Inn

Chapel Avenue, Andover

(978) 475-5903

Andover Marriott

123 Old River Road, Andover (At Rte. 93)

(978) 975-3600

(800) 228-9290

Courtyard by Marriott

10 Campanelli Drive, Andover (Next to Marriott)

(978) 794-0700

(800) 321-2211

Hampton Inn

224 Winthrop Avenue, Lawrence (Rte. 114 at Rte. 495)

(978) 975-4050

Holiday Inn–Tewksbury (Rte. 495 & Rte. 133)

4 Highwood Drive

(978) 640-9000

Ramada Hotel Rolling Green

311 Lowell Street, Andover (Junction Rtes. 93 & 133)

(978) 475-5400

Residence Inn by Marriott

1775 Andover Street, Tewksbury (Off Rte. 495)

(978) 640-1003

Susse Chalet

1695 Andover St., Tewksbury (Rte. 133 & 495)

(978) 640-0700

(800) 524-2538

Tage Inn

131 River Road, Andover (at Rte. 93)

(978) 685-6200

(800) 322-8243

